

2-ELA Reading MLS

English Language Arts

Grade(s) 2nd, Duration 1 Year, 1 Credit
Required Course

Course Description

Students will begin with foundation reading skills, such as fluency, stamina and comprehension to develop strong reading understanding. Then, they will scaffold what they have learned with increasingly challenging skills to grow stronger as readers. Students will be taught new reading skills and given an opportunity to practice them in their own reading.

Scope And Sequence

Timeframe	Unit	Instructional Topics
6 Week(s)	Second Grade Reading Growth Spurt (Unit 1)	1. Taking Charge of Reading (Bend 1) 2. Working Hard to Solve Tricky Words (Bend 2) 3. Paying close Attention To Authors (Bend 3)
6 Week(s)	Becoming Experts (Reading Nonfiction) (Unit 2)	1. Thinking Hard and Growing Knowledge (Bend 1) 2. Learning the Lingo of a Topic (Bend 2) 3. Reading Across a Topic (Bend 3)
8 Week(s)	Bigger Books Mean Amping Up Reading Power (Unit 3)	1. Reading with Fluency (Bend 1) 2. Understanding Literary Language (Bend 2) 3. Meeting the Challenges of Longer Books (Bend 3) 4. Tackling Goals in the Company of Others (Bend 4)
6 Week(s)	Series Book Clubs (Unit 4)	1. Becoming Experts on Characters (Bend 1) 2. Becoming Experts on Author's Craft (Bend 2) 3. Sharing Opinions with the World (Bend 3)
2 Week(s)	Reading, Inferring, and Drawing Conclusion with Fiction and Nonfiction Books	1. Read, Infer, and Draw Conclusions with Fiction Text 2. Read, Infer, and Draw Conclusions in Nonfictional Texts
1 Week(s)	Reading and Understanding Media	1. Identifying Types and Purposes of Media
5 Week(s)	Fairy Tales	1. Compare and Contrast, Cause and Effect, and Plays
1 Week(s)	Fables	1. Fables
9 Month(s)	Word Study	1. Word Study

Course Instructional Resources/Textbook

Lucy Calkins Reading Manuals (unit 1-4)
Independent Reading Books
Post Its
Pencils

Course Details

Unit: Second Grade Reading Growth Spurt (Unit 1)

Duration: 6 Week(s)

Unit Description

This unit gets readers ready for reading with fluency, stamina and reading with comprehension. Students will learn strategies to tackle hard words. Students will use writing to help them think more deeply as they are reading.

Enduring Understandings/Essential Learner Outcomes

Students will learn and practice essential reading skills, such as fluency, stamina, and comprehension which will allow them to take charge of their own reading.

Students will learn and practice strategies to decode unknown words in their reading.

Students will recognize and analyze authors purpose in their reading and writing.

Academic Vocabulary

Mood
Stamina
Comprehension
Skimming
Vowel Teams
Synonyms
Intentions

Assessment

Students will be given a running record to see what reading level they are currently on.

Topic: Taking Charge of Reading (Bend 1)

Duration: 2 Week(s)

Description

Students will learn to make decisions as they read, decide how their reading will sound, how much they will read, and how to make sure their reading makes sense. Students will review what stamina means and increase their stamina throughout the year. Developing reading workshop processes and routines is a big part of this topic as well.

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Academic Vocabulary (What terms will students need to know?)

Mood
Stamina
Comprehension

Definition of Mastery

Students will be able to improve their stamina and read for longer periods of time.
Students will be able to comprehend their reading by asking and answering questions about what they have read.
Students will set goals and work to achieve them.

Learning Targets

I can read to find the mood of the book.
I can use illustrations to confirm the mood of the book.
I can read independently for an extended amount of time.
I can scoop up phrases I know to become a more fluent reader.
I can stop and think about what I'm reading to understand my story.
I can read grade level texts with fluency.
I can read grade level texts with expression.
I can read grade level texts correctly.
I can read grade level texts with correct phrasing by scooping up words.
I can read a text that is developmentally appropriate.
I can understand that sentences are organized into paragraphs to convey meaning.
I can take turns in a discussion with a shoulder partner, according to classroom expectations.
I can follow instructions to get and use class materials appropriately.

Topic: Working Hard to Solve Tricky Words (Bend 2)

Duration: 2 Week(s)

Description

Students will learn new strategies for word solving quickly and independently. They will apply what they are learning in word study about prefixes, suffixes, vowel teams, and vocabulary to their independent book work. Students will make a connection between word study and reading workshop. Students will practice quick word solving in reading.

Academic Vocabulary (What terms will students need to know?)

Mood
Stamina
Comprehension
Skimming
Vowel Teams
Synonyms
Intention

Definition of Mastery

Students will be able to solve words quickly and independently by applying what they have learned in word study about prefixes, suffixes, vowel teams, and vocabulary.

Learning Targets

I can comprehend new words in a text.
I can use illustrations to comprehend unknown words.
I can decode unknown words by looking through it part by part.
I can decode unknown words by using the word inside a word strategy.
I can use context clues to decode unknown words.
I can snap up beginnings and endings.
I can decode words using vowel teams.
I can use context to understand a new word.
I can check myself and fix my mistakes when I read.

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Topic: Paying close Attention To Authors (Bend 3)

Duration: 2 Week(s)

Description

The final topic in this unit teaches students that what they know as writers will help them as readers. Students will learn about craft moves authors make from mentor texts and independent stories and apply those moves to their own writing.

Academic Vocabulary (What terms will students need to know?)

Stamina
Intentions
Accountability
Retell

Definition of Mastery

Students will be able to apply what they are learning as writers to their work as readers.

Students will ask and answer why and how the authors in their books make craft moves and then apply them to their own writing.

Students will be able to notice how craft moves help them become stronger readers and offer advice and suggestions for future readers.

Learning Targets

I can study a mentor's text and copy the craft moves.

I can retell a story's beginning, middle, and end.

I can identify the lesson of the story.

I can describe traits of a main character.

I can respond to questions about an author's craft.

I can retell the names of characters.

I can retell the problem and solution of a story.

I can retell a moral of the story.

I can speak clearly to my partner when I retell parts of a story.

I can speak clearly when asking my reading partner appropriate questions about a text.

I can describe the setting in a story.

Unit: Becoming Experts (Reading Nonfiction) (Unit 2)

Duration: 6 Week(s)

Unit Description

This unit is divided into three bends. Bend 1 focuses students' attention on growing knowledge as they pay attention to details, put parts of text together, and question texts. Bend 2 works to tackle both the tricky word work and vocabulary development students need to navigate nonfiction reading. Bend 3 sets readers up to grow knowledge across texts as they read topic sets of texts, comparing, contrasting, and connecting information across texts and text sets and doing the vocabulary work that accompanies nonfiction reading.

Enduring Understandings/Essential Learner Outcomes

Students will use text features, such as headings, to help them figure out what a part of the text is mostly about.

Students will identify the main topic and key ideas.

Students will use strategies to unlock key vocabulary and make meaning from the text.

Students will compare and contrast information inside texts.

Academic Vocabulary

Text Features
Main idea
Self-Monitor
Keywords
Reread
Author's purpose

Assessment

Listen to students talk about books during read-aloud, conferences, and partner talk time.

Students will stop and jot quick responses on their reading comprehension.

Topic: Thinking Hard and Growing Knowledge (Bend 1)

Duration: 2 Week(s)

Description

The first bend sets the readers up for noticing, learning from, and questioning texts, both traditional and nontraditional. Students will learn that nonfiction readers read text, intent on learning about a topic. They will use text features to help them figure out what a part of the text is mostly about. Students will read for the gift of knowledge.

Academic Vocabulary (What terms will students need to know?)

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Text Features
Main idea
Self-Monitor
Keywords
Reread
Author's purpose

Definition of Mastery

Using text features to identify main idea and details.
Students will be able to write their own questions about a topic.
Students preview a book before reading it.

Learning Targets

I can use details and facts from a text to answer and or ask a question.

I can use text features to understand how the story goes.

I can identify the main idea of sections of a text and distinguish it from the topic.

I can read, infer, and draw conclusions to demonstrate understanding by locating facts to answer questions.

I can read, infer, and draw conclusions to demonstrate understanding by locating facts to ask questions.

I can read, infer, and draw conclusions to use text features to locate specific information.

I can read, infer, and draw conclusions to explain common graphic features to assist in the interpretation of text.

I can read, infer, and draw conclusions to identify the main idea of sections of text and distinguish it from the topic.

Topic: Learning the Lingo of a Topic (Bend 2)

Duration: 2 Week(s)

Description

This bend focuses on the hard and flexible work readers need to do as they solve tricky words, concepts, and domain-specific vocabulary inside their nonfiction reading books. Students will learn to use text boxes, boldfaced words, and features such as glossary and an index. Students will practice using phonics and word-solving strategies.

Academic Vocabulary (What terms will students need to know?)

Specific
Vocabulary
Keywords
Boldfaced words
Text Boxes
Labels
Glossaries
Similar
Reread

Definition of Mastery

Students will use keywords to think and talk about a topic. They will begin to own the language of the text. They will jot expert words on post-its that help explain the talk of their book or topic. Students will be able to teach others what they have learned.

Learning Targets

I can use a glossary to look up keywords.

I can read to learn and use specific vocabulary about a topic.

I can use context to understand keywords.

I can use strategies to decode keywords.

I can reread to learn more information about a topic.

I can use keywords to teach other about a topic.

Topic: Reading Across a Topic (Bend 3)

Duration: 2 Week(s)

Description

In the third bend students will be shown how to think about a topic by taking sneak peeks and comparing parts of a text. They will look at how the texts are structured to figure out how the books go together or to decide in which order they should read their books to make the most meaning. They will begin to compare and contrast information inside texts, as well as how to compare and contrast information across different texts. They will learn to notice when information is new or different and how to mark these spots. They will learn the hard task of getting rid of misunderstood and inaccurate information and replacing it with correct information.

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Academic Vocabulary (What terms will students need to know?)

Sneak Peek
Topics
Experts
Differences
Retell
Main topic
Key details
Compare
Contrast

Definition of Mastery

Students will choose a research topic to present in the class's living museum. They will display books and posters they've made with information they have researched. Students will present information as a tour guide to students and parents who visit the museum.

Learning Targets

I can look at several books on a topic and see how they are the same.

I can read multiple books on one topic and think, "That adds on to what I already knew."

I can make text to text connections with information from more than one book.

I can retell a story's topic.

I can speak clearly when presenting information about a topic.

Unit: Bigger Books Mean Amping Up Reading Power (Unit 3)

Duration: 8 Week(s)

Unit Description

In this unit, students will continue to improve their reading fluency. Students will begin to read longer and harder books and will use skills taught in unit 1 at a higher and more rigorous level.

Enduring Understandings/Essential Learner Outcomes

Students will read longer and harder books and build their fluency on this level.

Students will read aloud and in their heads to practice changing their voices.

Students will be able to listen to the voices of the characters.

Students will recognize literary language in their books.

Students will use same-book partners to question and comprehend longer and harder books.

Academic Vocabulary

Voice
Dialogue
Expression
Mood
Pace
Comprehension
Literacy Language
Comparisons
Simile
Metaphor
Idioms
Alliteration
Repetition
Goals

Assessment

Assess students' reading levels with running records.

If necessary or more information is wanted, can use a High Frequency Word Assessment

Formative assessments to plan instruction throughout the study

Topic: Reading with Fluency (Bend 1)

Duration: 2 Week(s)

Description

Students will continue to practice and improve their reading fluency with longer and harder texts. Students will discover that rereading and reading out loud is a good strategy to practice changing their voice. In this bend, students will really focus on fluency and voice.

Academic Vocabulary (What terms will students need to know?)

Voice
Fluency
Dialogue
Expression
Mood
Pace

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Required Course

Comprehension

Definition of Mastery

Students will change their readers voice to match the characters in their books.
Students will scoop up phrases to improve their reading fluency.
Students will develop a successful reading pace

Learning Targets

I can change my reading voice to match what is happening in the story to become a more fluent reader.
I can read longer phrases to become a more fluent reader.

Topic: Understanding Literary Language (Bend 2)

Duration: 2 Week(s)

Description

Students will read books with literary language and recognize how this impacts the story. They will understand the power that literary language has in books. Students will be encouraged to notice these in reading and use them in their writing.

Academic Vocabulary (What terms will students need to know?)

Literary language
Comparisons
Simile
Metaphor
Alliteration
Repetition

Definition of Mastery

Students will be able to recognize literary language in books.
Students will be able to recognize comparisons in their reading and use them in their writing.
Students will be able to notice when an author is playing with words and explain why they do this.

Learning Targets

I can recognizing when an author compares something known to something unknown to better understand the story.
I can understand how two things being compared in a story are alike.

Topic: Meeting the Challenges of Longer Books (Bend 3)

Duration: 2 Week(s)

Description

Students will launch same book partner groups. They will have conversations and discussions about the characters in their stories. Students will cooperatively work together to stay on track when reading long books and hold each other accountable for reading.

Academic Vocabulary (What terms will students need to know?)

Partnership
Stamina
Cooperation

Definition of Mastery

Students will work together to discuss, clarify and ask questions about the books they are reading.
Students will use strategies to stay on task when reading longer books.
Students can use writing to tackle confusing parts of books when reading

Learning Targets

I can ask questions about the confusing parts of stories.
I can reread to understand the confusing parts of stories.
I can stop at the end of chapters or sections and ask "what is the main event that happened?"

Topic: Tackling Goals in the Company of Others (Bend 4)

Duration: 2 Week(s)

Description

The first three bends of this unit will encourage students to use foundational reading skills as they read harder and longer books. The final bend of this unit allows students to solidify, practice and build on the work they have done previously.

Academic Vocabulary (What terms will students need to know?)

Reading Voices
Fluency

Definition of Mastery

Students will read with fluency, using smooth voices and correct pacing.
Students will recognize examples of literary language and understand how it affects stories.

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Students will use set reading goals and use self assessment to determine if they have been met.
Students will work cooperatively in a book club.

Learning Targets

I can set a goal and work with others to reach those goals.

I can share what I know about my books with others and help each other reach our goals.

Unit: Series Book Clubs (Unit 4)

Duration: 6 Week(s)

Unit Description

Students will form partnerships and groups of four to read the same book. They will come together to recap the plot lines, talk about what they are learning about characters, and share what they noticed about the author's craft moves. They will talk about a series of books, comparing similarities and differences. Students will invent ways to share their opinions about books. They will learn how to debate some of their opinions about characters.

Enduring Understandings/Essential Learner Outcomes

Students will be able to respectfully justify their opinions about books and characters.

Students will be able to retell the plot of the book.

Students will be able to share what they noticed about characters.

Students will be able to compare and contrast a series of books.

Academic Vocabulary

Book Series
Characters
Preview
Similarities
Differences
Predict
Detail
Precise words
Literary Words
Debating
Opinion

Assessment

Students will be given a running record.

Read a short story and students stop and jot answers to questions that you ask about the story.

During small group time and read aloud ask students about their predictions.

Topic: Becoming Experts on Characters (Bend 1)

Duration: 2 Week(s)

Description

To begin the unit students will form book clubs. Partners will read the same book. Throughout the bend, students will learn that the way they look at things in the world is a lot like the work readers do to pay close attention and learn all they can as they are reading. Students will learn how to show proof or an example in the story. They will look in another book or story and decide if this is true. They will talk about it.

Academic Vocabulary (What terms will students need to know?)

Book Series
Characters
Preview
Similarities
Differences
Predict
Detail
Precise words
Literary Words
Debating
Opinion

Definition of Mastery

Students will be a part of a book club. They will share their ideas and thoughts respectfully. Students will be able to prove or show an example in the story. They will look in other books to decide if something is true. Students will talk about the characters they are reading and accurately predict what that character will do next.

Learning Targets

I can collect knowledge about characters through a book series.

I can observe how the character responds to problems to help me understand the character.

Topic: Becoming Experts on Author's Craft (Bend 2)

Duration: 2 Week(s)

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Description

Students will learn that they can become experts on the author of a series, discovering the craft techniques an author uses. This bend will not only help readers read the text more closely, it will also help them consider what an author is trying to show and the tone a scene evokes.

Academic Vocabulary (What terms will students need to know?)

Book Series
Characters
Preview
Similarities
Differences
Predict
Detail
Precise words
Literary Words
Debating
Opinion

Definition of Mastery

Students will have discussion about a series of books they are reading. They will be able to justify the ways the books in the series are similar and the ways they are different. Students will be actively reading during. Students will be using literary language such as, characters, problem, solution, setting, details.

Learning Targets

I can use a mentor text to discover how an author paints pictures with words.

I can study a mentor text and pay attention to the precise words the author used to paint pictures of what is happening in the story.

I can ask and respond to relevant questions.

Topic: Sharing Opinions with the World (Bend 3)

Duration: 2 Week(s)

Description

Students will share their opinions of books with their book club.

Academic Vocabulary (What terms will students need to know?)

Book Series
Characters
Preview
Similarities
Differences
Predict
Detail
Precise words
Literary Words
Debating
Opinion

Definition of Mastery

Students will debate their ideas of their books with their book clubs. They will share important ideas, support their ideas with reasons and examples. They will collect evidence from the text. They will make a strong argument. Students will take turns when they share their ideas.

Learning Targets

I can use information from the text to support my opinions and answers about the text.

I can speak clearly when presenting my opinion about the book.

Unit: Reading, Inferring, and Drawing Conclusion with Fiction
and Nonfiction Books

Duration: 2 Week(s)

Unit Description

Students will look at fiction and nonfiction books. They will read, infer, draw conclusions through a variety of skills.

Enduring Understandings/Essential Learner Outcomes

Students will read, infer, and draw conclusions to:

Use text features to locate specific information
Explain common graphic features

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Follow written multi-step directions
Describe connections between events
Explain why a text is fiction or nonfiction
Ask and answer questions to clarify meaning
Explain examples of sensory details
Explain main ideas and supporting details

Describe the connection between events and retell the sequences of events
Describe the connection between and identify problems and solutions
Compare and contrast the most important points presented by text on the same topic

Academic Vocabulary

Infer
Draw Conclusions
Text Features
Graphic features
Multi-step directions
Connections
Fiction
Nonfiction
Sensory Details
Problems
Solutions
Compare
Contrast

Assessment

Fiction Summative Assessment
Nonfiction Summative Assessment

Topic: Read, Infer, and Draw Conclusions with Fiction Text

Duration: 5 Day(s)

Description

Students will read, infer, and draw conclusions in fictional texts.

Academic Vocabulary (What terms will students need to know?)

Fiction
Connections
Sensory Details
Sequence of events
Problems
Solutions

Definition of Mastery

Students will read a text and explain how they know it is a fiction text. They will read, infer, and draw conclusions to answer questions it.

Learning Targets

I can describe connections between, and state the order of, the events or ideas.

I can explain examples of sensory details.

I can describe the connection between events and retell the sequence of events.

I can describe the connection between and identify problems and solutions.

I can explain why a text is fiction.

Topic: Read, Infer, and Draw Conclusions in Nonfictional Texts

Duration: 5 Day(s)

Description

Students will read, infer, and draw conclusions in nonfictional texts.

Academic Vocabulary (What terms will students need to know?)

Text Features
Graphic Features
Multi-Step Directions
Main Idea
Supporting Details
Compare
Contrast

Definition of Mastery

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Grade(s) 2nd, Duration 1 Year, 1 Credit
Required Course

Students will be able to read, infer, and draw conclusions from a nonfiction text.

Learning Targets

I can use text features to locate specific information.

I can read and follow a multi-step direction.

I can explain common graphic features to assist in the interpretation of text.

I can explain main ideas.

I can explain supporting details.

I can explain why a text is nonfiction.

I can ask and answer questions to clarify meaning.

I can compare and contrast the most important points presented by text on the same topic.

Unit: Reading and Understanding Media

Duration: 1 Week(s)

Unit Description

Students will read to develop an understanding of media and its components. Determine relevant connections between text to world.

Enduring Understandings/Essential Learner Outcomes

Students will explain purposes of media. Students will describe techniques used to create media messages. Students will identify various written conventions of using digital media. Students will explain connections between media text ideas and experiences in the world.

Academic Vocabulary

Media
Digital Media
Text
Connections
Purpose

Assessment

Students will look at types of media and match the media with a purpose.

Students will create an advertisement using a type of media to persuade someone to buy something.

Topic: Identifying Types and Purposes of Media

Duration: 5 Day(s)

Description

Students will be immersed in various media. They will compare and contrast types of media. They will identify the purposes of media in relation to the real world.

Academic Vocabulary (What terms will students need to know?)

Media
Digital Media
Text
Connections
Purpose

Definition of Mastery

Students will create an advertisement to persuade, using what they have learned about media.

Learning Targets

I can compare and contrast the important points presented in two texts on the same topic.

I can explain the purposes of media.

I can describe techniques used to create media.

I can use text to relate to experiences in the world.

I can identify written conventions for using digital media.

I can follow classroom listening rules.

I can follow three step classroom instruction.

I can demonstrate active listening in the classroom.

Unit: Fairy Tales

Duration: 5 Week(s)

Unit Description

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In this unit students will use fairy tales to compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events. They will describe cause and effect relationships. They will explain how the story changes based on who is telling the story. They will compare and contrast the differences in points of view of characters and how stories are narrated. They will identify characters, settings, acts, and scenes in plays.

Enduring Understandings/Essential Learner Outcomes

Students will compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events. They will describe cause and effect relationships. They will explain how the story changes based on who is telling the story. They will compare and contrast the differences in points of view of characters and how stories are narrated. They will identify characters, settings, acts, and scenes in plays.

Academic Vocabulary

Compare
Contrast
Version
Character
Setting
Sequence of events
Cause
Effect
Point of View
Narrated
Acts and Scenes

Assessment

Formative assessments will be given and students will compare and contrast two versions of the same fairy tale with respect to their characters, settings, and sequence of events.

Students will describe cause and effect relationship after reading the Three Little Pigs.

Students will compare and contrast, points of view in fairy tales using a venn diagram.

Students will be given a fairy tale play. Students will label the characters, setting, acts, and scenes.

Topic: Compare and Contrast, Cause and Effect, and Plays

Duration: 25 Day(s)

Description

Compare and contrast different versions of the same story with respect to their characters, setting, and sequence of events. Describe cause and effect relationships. Explain how the story changes based on who is telling the story. Compare and contrast the differences in points of view of characters in how stories are narrated. Identify characters, setting, acts, and scenes in plays. Identify the elements of dialogue and use them in formal plays.

Academic Vocabulary (What terms will students need to know?)

Audience
Voice
Compare
Contrast
Version
Character
Setting
Sequence of events
Cause
Effect
Point of View
Narrated
Acts and Scenes

Definition of Mastery

Students will read two versions of the same fairy tale and compare and contrast setting, problems, and solutions, sequence of events, characters, acts, and scenes in play, dialogue.

Learning Targets

I can compare and contrast characters in different versions of the same story.

I can compare and contrast settings in different versions of the same story.

I can compare and contrast sequence of events in different versions of the same story.

I can describe cause and effect relationships.

I can explain how the story changes based on who is telling the story.

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I can compare and contrast the differences in points of view of characters.

I can compare and contrast how stories are narrated.

I can identify characters and settings in plays.

I can identify characters and settings in plays.

I can identify acts and scenes in plays.

I can identify how details and word choice are used in plays.

I can identify how sentence structure is used in plays.

I can identify how event order is used in plays.

I can identify the audience and voice in plays.

I can recall and tell a story with a beginning, middle, and end.

Unit: Fables

Duration: 1 Week(s)

Unit Description

In this unit students will identify various aspects of fables.

Enduring Understandings/Essential Learner Outcomes

Students will read a fable and identify the setting, problem, solution, sequence of events, and moral.

Academic Vocabulary

Fable
Setting
Problem
Solution
Sequence of Events
Moral

Assessment

Students will read a fable and identify the setting, problem, solution, sequence of events, and moral.

Topic: Fables

Duration: 5 Day(s)

Description

Students will describe the setting, problem, solution, sequence of events, and moral in fables.

Academic Vocabulary (What terms will students need to know?)

Fable
Setting
Problem
Solution
Sequence of Events
Moral

Definition of Mastery

Students will identify the elements within a given fable.

Learning Targets

I can identify the setting.

I can describe the problems and solutions in a story.

I can identify the sequence of events in a story.

I can identify the moral of a story.

Unit: Word Study

Duration: 9 Month(s)

Unit Description

Phonics skills and Vocabulary skills taught throughout the year.

Enduring Understandings/Essential Learner Outcomes

Students will decode multi syllabic words in context by applying common letter sound correspondences.

Students will distinguish long and short vowel in one syllable words.

Students will decode regularly spelled two syllable words with long vowels.

Students will decode words with vowel diphthongs.

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Required Course

Students will read words with common prefixes and suffixes.
Students will use contractions.
Students will use common syllable patterns to decode words including r controlled vowels.
Students will read irregularly spelled high frequency words.
Students will use the meaning of individual words to determine a compound word.
Students will use antonyms and synonyms.
Students will distinguish meaning among closely related verbs and adjectives.
Students will use onomatopoeia.

Academic Vocabulary

Multi-syllabic
Consonant blends
Digraphs
Diphthongs
Long Vowels
Short Vowels
Decode
Prefixes
Suffixes
Contractions
R-controlled
Irregularly spelled
Compound words
Antonyms
Synonyms
Adjectives
Verbs
Onomatopoeia

Assessment

Students will be assessed throughout the year based on need.

Topic: Word Study

Duration: 9 Month(s)

Description

Phonics skills and Vocabulary skills taught throughout the year.

Academic Vocabulary (What terms will students need to know?)

Multi-syllabic
Consonant blends
Digraphs
Diphthongs
Long Vowels
Short Vowels
Decode
Prefixes
Suffixes
Contractions
R-controlled
Irregularly spelled
Compound words
Antonyms
Synonyms
Adjectives
Verbs
Onomatopoeia

Definition of Mastery

Students will be assessed throughout the year based on need.

Learning Targets

I can decode words using single letters and consonant blends.

I can decode words using consonant digraphs.

I can decode words using consonant digraphs.

I can decode words using consonant digraphs.

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I can decode words using vowel digraphs.

I can decode words using vowel diphthongs.

I can distinguish between long and short vowels.

I can decode two syllable words with long vowels.

I can decode words with vowel diphthongs.

I can read words with common prefixes.

I can read words with common suffixes.

I can read contractions.

I can use common syllable patterns to decode words.

I can decode r-controlled vowels.

I can read irregularly spelled words.

I can use the meaning of words to determine the meaning of compound words.

I can use antonyms.

I can use synonyms.

I can distinguish meaning between related verbs and adjectives.

I can use onomatopoeia.

Activities (Lesson Plans)

Second Grade Reading Growth Spurt (Unit 1)

Taking Charge of Reading (Bend 1)

Readers Choose How To Read

Students will choose what and how they are going to read.

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

L2: Taking a Sneak Peak To Find a Just Right Book

Students will take a sneak peak They will find a just right book for them.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Readers Take a Sneak Peek (How a Book is Read)

Before reading, students will learn to look over books and deciding how a book "wants" to be read.

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

L4: Stamina

Students will be introduced to the word stamina and be reminded of the structure of reading workshop.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L5: Readers Get Stronger by Reading a Lot

Readers practice stamina and volume when reading.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L6: Reading Partners

Students will learn how to respectfully communicate with a partner.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L7: Readers Read in Longer Phrases

Students will learn that readers run their eyes across the words on a page, looking for the ones they know in a snap. Then, they can read scooping up longer phrases.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L8: Keep Track of Comprehension

Students will learn that readers not only work to read more and more, but they also need to remember to think about their books.

Reading is thinking.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L9: Using a Post-It

Students will learn how to use a post-it responsibly.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

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L10: Mark Thinking with a Post-It

Grown up readers stop often to think as they read. In fact, readers need post-its to remember all the great ideas they might want to talk about with a partner.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Working Hard to Solve Tricky Words (Bend 2)

11 Readers Have Strategies to Figure Out New Words

Students will think about what tricky words mean in a story.

Author: Laura Filiatreau

Shared: Yes

Type: Educator Submitted

L12: Solve Tricky Words by Using The Pictures

Students will review the strategy to use pictures in the story to help them solve unknown words.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L13: Solve Tricky Words Part-By-Part

Students will look at an unknown word and try to read it by looking at it part-by-part.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L14: Tricky Words-Look for a Word in a Word

In this lesson students will learn about the strategy comprehending a word by looking for words in the word.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L15: Tricky Words...Don't Give Up!

In this lesson students will try to decode tricky words by continuing to try the word and then, guessing at the word.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L16: Readers Draw on What They Know

Readers don't just let tricky words derail them. They get down to work drawing on what they already know to tackle those words.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Readers Use More Than One Strategy at a Time

Students will become flexible word solvers who use multiple strategies at the same time. Students will use meaning first and then use the print to cross check for accuracy.

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

L18: Beginnings and Endings Can Be Read in a Snap

Students will learn to use prefixes and suffixes to read longer, more challenging words.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L19: Middle Vowel Teams

Readers pay close attention to the middle of tricky words and are flexible when they encounter vowel teams, using what they know about the variety of sounds a vowel team might represent to help them read.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L20: Readers Check Themselves and Their Reading

Students will learn that readers use strategies to check themselves and fix their mistakes as they read.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Paying close Attention To Authors (Bend 3)

L21-Setting

Students will identify a setting of a book. They will define setting as a time and place.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L22-Identifying Characters

Students will identify the main characters in a book.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L23-Character Traits

Students will learn about character traits and identify the character traits of Old Man Fookwire.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L: 24 Learning about Characters from a Mentor Text

Students will think about Mr. Fookwire from "Those Darn Squirrels". They will describe his character traits.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L25: How To Retell a Story

Students will review and practice retelling a story.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L26: Fixing the Fuzziness

Students will practice retelling the story by checking in with the meaning to make sure it's clear and not fuzzy.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

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L27: What does the Author Want to Teach Me?

Once readers have finished reading a book and know how the parts fit together, they can retell it to think about what lessons the author wants to teach.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Authors Have Intentions

In this lesson, students will pay close attention to author's craft when they read and write. Students notice what author's do, why they do it and how they do it.

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

Readers Try Craft Moves

Readers will notice author's craft moves and then try them when reading.

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

How the Whole Books Click Together

Readers notice the ways an author makes the parts of a story click together.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Becoming Experts (Reading Nonfiction) (Unit 2)

Thinking Hard and Growing Knowledge (Bend 1)

L1: Introduction to Informational Text

Students will identify informational text. They will understand that informational text has headings, diagrams, labels, bold words, and captions.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L2: Nonfiction Readers Notice and Learn

In this session students will learn that nonfiction readers pay attention to the details, the bits and pieces, putting all this together to really understand and grow knowledge about a topic.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L3: Nonfiction Readers Notice, Learn, and Question

In this session, students will learn that as nonfiction readers, they will notice details and put them together to learn about a topic, and they will find questions that come up.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L4: "What is this Book Teaching Me?"

Students will learn that nonfiction readers grow their knowledge by putting together the details they read with their own thoughts and asking, "What is this book teaching me?"

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

L5: How Does This Book Go?

Students will look at each part of a nonfiction text book, and notice how it goes.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Learning the Lingo of a Topic (Bend 2)

Anticipating and using the Lingo

In this session the teacher will build context and urgency around the work of the bend, explaining that reading to learn and using vocabulary is an important part of growing knowledge.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Using Text Features to Understand Keywords

In this session students will learn to notice and utilize different text features when figuring out keywords.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Using Context to Solve Unknown Words

In this session, students will learn to use the whole page to figure out what keywords mean.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Solving Words and Thinking Strategically

Students will learn how to figure out keywords using persistence and practice.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Rereading Like Experts

Students will learn the importance of rereading to grow more information about a topic.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Using the Lingo to Teach Others

Students will use what they learned about a topic and teach others using topic lingo.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Reading Across a Topic (Bend 3)

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Growing Knowledge Across Books!

In this session, students will learn how to set themselves up for reading not just on a topic but several.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Nonfiction Readers Add Information

In this session, students will learn that when they read about a topic, they try to add information together to learn about a sub-topic and the whole topic.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Thinking and Rethinking About Information

Students will connect information of more than one book that seems to fit by rethinking ways to categorize and name the information.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Finding, Thinking, and Talking (Same, Different)

Students will find, think, and talk about things that are the same and different.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Bigger Books Mean Amping Up Reading Power (Unit 3)

Reading with Fluency (Bend 1)

Rehearsing Reading Voice

Students will rehearse their reading voices out loud to help their in-their-head reading voices.

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

Scooping Up Words Into Phrases

Students will scoop words into phrases and notice punctuation so their reading sounds right and makes sense.

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

Understanding Literary Language (Bend 2)

Recognizing Literary Language

Students will pay attention to literary language and ask "What might the author want me to see or understand?"

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

Understanding Comparisons

Students will notice comparisons and understand how the two things are alike.

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

Meeting the Challenges of Longer Books (Bend 3)

Setting Up Routines for Same-Book Partners

Students will work with partners to talk, clarify and ask questions to better understand the books they are reading.

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

Holding onto Stories Even When Books Are Long

Students will jot down notes on Post Its to keep track of the stories and remember important things that happen.

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

Tackling Goals in the Company of Others (Bend 4)

Self Assessing and Setting Goals

Students will self assess their own reading to set their own reading goals. Students will work with a reading club to help each other to reach their goals.

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

Organizing Goal Clubs

Students will work cooperatively with reading clubs to create their own plans to accomplish goals.

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

Series Book Clubs (Unit 4)

Becoming Experts on Characters (Bend 1)

Book Readers Collect Information about Characters

In this session, you'll teach students that when readers aim to be experts on a particular series of books, they collect lots of information about the main characters in the series. One way they do this is by previewing the first book, paying close attention to what they learn about the main characters.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

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How Characters Respond to Problems

In this session, students will learn that readers can learn a lot about a character by thinking about how the character responds to problems.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Readers Notice Similarities in Characters

Readers will look closely for things that are similar in their series books by thinking about what the character always does or how the character feels.

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

Series Readers Grow to Understand the Characters

Readers will think about the things they have learned about the characters to understand them even better, like experts

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

Series Book Readers Use What They Know to Predict

Students will draw on their knowledge of a character's behavior to predict their next steps once they really know about their character.

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

Becoming Experts on Author's Craft (Bend 2)

Author's Paint Pictures with Words

Students will participate in a classroom inquiry lesson to explore the question, "What do authors do to paint a vivid picture with words?"

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Author's Use Precise Words

Students pay close attention to the words that author's use to know what is happening in the story.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Authors Use Literary Language

Students will read a mentor text and notice the author's use of literary language. They will look at author's word choice and figure out what the author really means.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Authors Think About How the Whole Story Will Go

Students will study an author's craft and think about how whole stories, or whole series, will go. They will look at one story and then figure out how all the books in that series tend to go.

Author: Lisa Chamberlin

Shared: Yes

Type: Educator Submitted

Sharing Opinions with the World (Bend 3)

Planning the Best Way to Share a Book

Students will share their books and prepare a thoughtful presentation.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

When Reader Love a Series They Can't Keep it...

Readers will share their reading with other people.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Learning Targets

ELA.2.L.1.A.f -- In speech and written form, apply standard English grammar to:

- use helping verbs with regular verbs

ELA.2.L.1.A.g -- In speech and written form, apply standard English grammar to:

- use adjectives and adverbs in sentences

ELA.2.L.1.A.h -- In speech and written form, apply standard English grammar to:

- produce simple declarative, imperative, exclamatory, and interrogative sentences

ELA.2.L.1.B.a -- In written text:

- write legibly (print, cursive)

ELA.2.L.1.B.b -- In written text:

- use dialogue that contains quotation marks

ELA.2.L.1.B.c -- In written text:

- use apostrophes correctly for contractions

ELA.2.L.1.B.d -- In written text:

- capitalize weeks, days, months, holidays

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ELA.2.L.1.B.e -- In written text:

- capitalize abbreviated titles of people
-

ELA.2.L.1.B.f -- In written text:

- spell words using irregular spelling patterns
-

ELA.2.L.1.B.g -- In written text:

- spell and use the plural of nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x
-

ELA.2.L.1.B.h -- In written text:

- use nouns that change their spelling in plural form
-

ELA.2.L.1.B.i -- In written text:

- arrange words in alphabetical order, to the second letter
-

ELA.2.R.1.A.a -- Develop and demonstrate reading skills in response to text by:

- using text features to make and confirm predictions, explain why not confirmed
-

ELA.2.R.1.A.b -- Develop and demonstrate reading skills in response to text by:

- asking and responding to relevant questions
-

ELA.2.R.1.A.c -- Develop and demonstrate reading skills in response to text by:

- seeking clarification, and using information/ facts and details about texts and supporting answers with evidence from text
-

ELA.2.R.1.A.d -- Develop and demonstrate reading skills in response to text by:

- retelling a story's beginning, middle, and end and determining their central message, lesson or moral
-

ELA.2.R.1.A.e -- Develop and demonstrate reading skills in response to text by:

- monitoring comprehension and making corrections and adjustments when understanding breaks down
-

ELA.2.R.1.B.a -- Develop an understanding of vocabulary by:

- using prefixes, root words, and suffixes to determine the meaning of words
-

ELA.2.R.1.B.b -- Develop an understanding of vocabulary by:

- using knowledge of the meaning of individual words to determine the meaning of compound words
-

ELA.2.R.1.B.c -- Develop an understanding of vocabulary by:

- using context to determine the meaning of a new word or multiple- meaning word in text
-

ELA.2.R.1.B.d -- Develop an understanding of vocabulary by:

- using antonyms and synonyms
-

ELA.2.R.1.B.e -- Develop an understanding of vocabulary by:

- locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases
-

ELA.2.R.1.B.f -- Develop an understanding of vocabulary by:

- distinguishing meaning among closely related verbs and adjectives
-

ELA.2.R.1.B.g -- Develop an understanding of vocabulary by:

- recognizing that some words have literal and non- literal meanings
-

ELA.2.R.1.B.h -- Develop an understanding of vocabulary by:

- using conversational, general academic, and domain- specific words and phrases
-

ELA.2.R.1.C.a -- Determine the relevant connections between:

- text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction)
-

ELA.2.R.1.C.b -- Determine the relevant connections between:

- text to world (text ideas regarding experiences in the world)
-

ELA.2.R.1.D.a -- Read independently for multiple purposes over sustained periods of time by:

- reading text that is developmentally appropriate
-

ELA.2.R.1.D.b -- Read independently for multiple purposes over sustained periods of time by:

- producing evidence of reading
-

ELA.2.R.2.A.a -- Read, infer, analyze, and draw conclusions to:

- describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson
-

ELA.2.R.2.A.b -- Read, infer, analyze, and draw conclusions to:

- describe the main characters in works of fiction, including their traits, motivations, and feelings
-

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ELA.2.R.2.A.c -- Read, infer, analyze, and draw conclusions to:

- compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events
-

ELA.2.R.2.A.d -- Read, infer, analyze, and draw conclusions to:

- describe cause and effect relationships
-

ELA.2.R.2.A.e -- Read, infer, analyze, and draw conclusions to:

- explain how the story changes based on who is telling the story
-

ELA.2.R.2.A.f -- Read, infer, analyze, and draw conclusions to:

- compare and contrast the differences in points of view of characters and how stories are narrated
-

ELA.2.R.2.B.a -- Read, infer and draw conclusions to:

- describe how rhythm, rhyme, and repetition create imagery in poetry
-

ELA.2.R.2.B.b -- Read, infer and draw conclusions to:

- use onomatopoeia
-

ELA.2.R.2.C.a -- Read, infer and draw conclusions to:

- identify characters, setting, acts, and scenes in plays
-

ELA.2.R.2.C.b -- Read, infer and draw conclusions to:

- identify the elements of dialogue and use them in informal plays
-

ELA.2.R.3.A.a -- Read, infer and draw conclusions to:

- identify the main idea of sections of text and distinguish it from the topic
-

ELA.2.R.3.A.b -- Read, infer and draw conclusions to:

- demonstrate understanding by locating facts to answer and/or ask questions
-

ELA.2.R.3.A.c -- Read, infer and draw conclusions to:

- use text features to locate specific information
-

ELA.2.R.3.A.d -- Read, infer and draw conclusions to:

- explain common graphic features to assist in the interpretation of text
-

ELA.2.R.3.A.e -- Read, infer and draw conclusions to:

- follow written multi-step directions
-

ELA.2.R.3.A.f -- Read, infer and draw conclusions to:

- describe connections between, and state the order of, the events or ideas
-

ELA.2.R.3.B.a -- Read, infer and draw conclusions to:

- explain why a text is fiction or nonfiction
-

ELA.2.R.3.B.b -- Read, infer and draw conclusions to:

- ask and answer questions to clarify meaning
-

ELA.2.R.3.B.c -- Read, infer and draw conclusions to:

- explain examples of sensory details
-

ELA.2.R.3.C.a -- Read, infer and draw conclusions to:

- explain main ideas and supporting details
-

ELA.2.R.3.C.b -- Read, infer and draw conclusions to:

- describe the connection between events and retell the sequence of events
-

ELA.2.R.3.C.c -- Read, infer and draw conclusions to:

- describe the connection between and identify problems and solutions
-

ELA.2.R.3.C.d -- Read, infer and draw conclusions to:

- identify the author's purpose
-

ELA.2.R.3.C.e -- Read, infer and draw conclusions to:

- compare and contrast the most important points presented by text on the same topic
-

ELA.2.R.4.A.a -- Read to develop an understanding of media and its components by:

- explaining purposes of media
-

ELA.2.R.4.A.b -- Read to develop an understanding of media and its components by:

- describing techniques used to create media messages
-

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ELA.2.R.4.A.c -- Read to develop an understanding of media and its components by:
- identifying various written conventions for using digital media

ELA.2.RF.3.A.a -- Develop phonics in the reading process by:
- decoding multisyllabic words in context by applying common letter- sound correspondences including: single letters, consonant blends , consonant and vowel digraphs and vowel diphthongs

ELA.2.RF.3.A.b -- Develop phonics in the reading process by:
- distinguishing long and short vowels when reading regularly spelled one syllable words

ELA.2.RF.3.A.c -- Develop phonics in the reading process by:
- decoding regularly spelled two syllable words with long vowels

ELA.2.RF.3.A.d -- Develop phonics in the reading process by:
- decoding words with vowel diphthongs

ELA.2.RF.3.A.e -- Develop phonics in the reading process by:
- decoding words with vowel digraphs

ELA.2.RF.3.A.f -- Develop phonics in the reading process by:
- reading words with common prefixes and suffixes

ELA.2.RF.3.A.g -- Develop phonics in the reading process by:
- using contractions

ELA.2.RF.3.A.h -- Develop phonics in the reading process by:
- using common syllable patterns to decode words including r- controlled vowels

ELA.2.RF.3.A.i -- Develop phonics in the reading process by:
- reading irregularly spelled high- frequency words

ELA.2.RF.3.A.j -- Develop phonics in the reading process by:
- demonstrating decoding skills when reading new words in a text

ELA.2.RF.4.A.a -- Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
- use context to confirm or self-correct word recognition and understanding, rereading as necessary

ELA.2.SL.1.A.a -- Develop and apply effective listening skills and strategies in formal and informal settings by:
- following classroom listening rules

ELA.2.SL.1.A.b -- Develop and apply effective listening skills and strategies in formal and informal settings by:
- following three-step instructions, according to classroom expectations

ELA.2.SL.2.A.a -- Develop and apply effective listening skills and strategies in formal and informal settings by:
- demonstrating active listening, according to classroom expectations

ELA.2.SL.3.A.a -- Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
- taking turns in discussion with a shoulder partner, according to classroom expectations

ELA.2.SL.3.A.b -- Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
- confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions

ELA.2.SL.4.A.a -- Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
- explaining a topic (student-chosen or teacher-assigned), while maintaining eye contact with audience

ELA.2.SL.4.A.b -- Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
- recalling and telling a story with details, including a beginning, middle, and end

ELA.2.SL.4.A.c -- Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
- using academic language and conventions

ELA.2.W.1.A.a -- Follow a writing process to plan a first draft by:
- brainstorming and recording key ideas using a graphic organizer

ELA.2.W.1.B.a -- Note: Refer to Grade 1, W2A-C genre specific standards
- sequencing ideas into clear and coherent sentences

ELA.2.W.1.B.b -- Note: Refer to Grade 1, W2A-C genre specific standards
- generating paragraphs with one main idea

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ELA.2.W.1.B.c -- Note: Refer to Grade 1, W2A-C genre specific standards
- creating evidence of a beginning, middle and end

ELA.2.W.1.B.d -- Note: Refer to Grade 1, W2A-C genre specific standards
- addressing an appropriate audience

ELA.2.W.1.C.a -- Reread, revise and edit drafts with assistance from adults/peers, to:
- strengthen writing as needed by revising
- main idea
- details
- word choice
- sentence construction
- event order
- audience
- voice

ELA.2.W.1.C.b -- Reread, revise and edit drafts with assistance from adults/peers, to:
- edit for language conventions

ELA.2.W.1.D.a -- With assistance from adults/peers:
- use a variety of conventional/digital tools to produce and publish writing

ELA.2.W.1.D.b -- With assistance from adults/peers:
- introduce keyboarding skills

ELA.2.W.2.A.a -- Write opinion texts that:
- introduce a topic or text being studied using complete sentences

ELA.2.W.2.A.b -- Write opinion texts that:
- state an opinion about the topic or text and provide reasons for the opinion

ELA.2.W.2.A.c -- Write opinion texts that:
- use specific words that are related to the topic and audience

ELA.2.W.2.A.d -- Write opinion texts that:
- use linking/transition words and phrases to signal event order

ELA.2.W.2.A.e -- Write opinion texts that:
- provide evidence of a beginning, middle and concluding statement or section

ELA.2.W.2.B.a -- Write informative/ explanatory texts that:
- introduce a topic or text being studied, using complete sentences

ELA.2.W.2.B.b -- Write informative/ explanatory texts that:
- use facts and definitions to develop points in generating paragraphs

ELA.2.W.2.B.c -- Write informative/ explanatory texts that:
- use specific words that are related to the topic and audience

ELA.2.W.2.B.d -- Write informative/ explanatory texts that:
- use linking words and phrases to signal event order

ELA.2.W.2.B.e -- Write informative/ explanatory texts that:
- create a concluding statement or paragraph

ELA.2.W.2.C.a -- Write fiction or non- fiction narratives and poems that:
- establish a situation/topic based on the student's experience or imagination

ELA.2.W.2.C.b -- Write fiction or non- fiction narratives and poems that:
- introduce a main character and setting

ELA.2.W.2.C.c -- Write fiction or non- fiction narratives and poems that:
- develop sensory details

ELA.2.W.2.C.d -- Write fiction or non- fiction narratives and poems that:
- follow a logical sequence of events using complete sentences to create a beginning/middle/ end

ELA.2.W.2.C.e -- Write fiction or non- fiction narratives and poems that:
- use linking/transition words to signal event order

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Required Course

ELA.2.W.2.C.f -- Write fiction or non-fiction narratives and poems that:

- use specific words that are related to the topic and audience

ELA.2.W.3.A.a -- Apply research process to:

- generate a list of open-ended questions about topics of interest

ELA.2.W.3.A.b -- Apply research process to:

- create an individual question about a topic

ELA.2.W.3.A.c -- Apply research process to:

- use their own question to find information on their topic

ELA.2.W.3.A.d -- Apply research process to:

- gather evidence from available sources, literary and informational

ELA.2.W.3.A.e -- Apply research process to:

- record basic information from literary and informational texts in simple visual format

ELA.2.W.3.A.f -- Apply research process to:

- present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria

I can ask and answer questions to clarify meaning.

I can ask and respond to relevant questions.

I can ask questions about the confusing parts of stories.

I can ask the question, "What is this book teaching Me?"

I can ask the question, "How does this book go?"

I can change my reading voice to match what is happening in the story to become a more fluent reader.

I can check myself and fix my mistakes when I read.

I can collect knowledge about characters through a book series.

I can compare and contrast characters in different versions of the same story.

I can compare and contrast how stories are narrated.

I can compare and contrast sequence of events in different versions of the same story.

I can compare and contrast settings in different versions of the same story.

I can compare and contrast the differences in points of view of characters.

I can compare and contrast the important points presented in two texts on the same topic.

I can compare and contrast the most important points presented by text on the same topic.

I can comprehend new words in a text.

I can decode r-controlled vowels.

I can decode two syllable words with long vowels.

I can decode unknown words by looking through it part by part.

I can decode unknown words by using the word inside a word strategy.

I can decode words using consonant digraphs.

I can decode words using consonant digraphs.

I can decode words using consonant digraphs.

I can decode words using single letters and consonant blends.

I can decode words using vowel digraphs.

I can decode words using vowel diphthongs.

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Required Course

I can decode words using vowel teams.

I can decode words with vowel diphthongs.

I can demonstrate active listening in the classroom.

I can describe cause and effect relationships.

I can describe connections between, and state the order of, the events or ideas.

I can describe techniques used to create media.

I can describe the connection between and identify problems and solutions.

I can describe the connection between events and retell the sequence of events.

I can describe the problems and solutions in a story.

I can describe the setting in a story.

I can describe traits of a main character.

I can distinguish between long and short vowels.

I can distinguish meaning between related verbs and adjectives.

I can explain common graphic features to assist in the interpretation of text.

I can explain examples of sensory details.

I can explain how the story changes based on who is telling the story.

I can explain main ideas.

I can explain supporting details.

I can explain the purposes of media.

I can explain why a text is fiction.

I can explain why a text is nonfiction.

I can find keywords in the text and work to know what those keywords mean.

I can learn about keywords using boldfaced words, text boxes, labels, and glossaries.

I can follow classroom listening rules.

I can follow instructions to get and use class materials appropriately.

I can follow three step classroom instruction.

I can identify acts and scenes in plays.

I can identify characters and settings in plays.

I can identify characters and settings in plays.

I can identify how details and word choice are used in plays.

I can identify how event order is used in plays.

I can identify how sentence structure is used in plays.

I can identify the audience and voice in plays.

I can identify the lesson of the story.

I can identify the main idea of sections of a text and distinguish it from the topic.

I can identify the moral of a story.

I can identify the sequence of events in a story.

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Required Course

I can identify the setting.

I can identify written conventions for using digital media.

I can look at several books on a topic and see how they are the same.

I can make text to text connections with information from more than one book.

I can observe how the character responds to problems to help me understand the character.

I can read a text that is developmentally appropriate.

I can read and follow a multi-step direction.

I can read contractions.

I can read grade level texts correctly.

I can read grade level texts with correct phrasing by scooping up words.

I can read grade level texts with expression.

I can read grade level texts with fluency.

I can read independently for an extended amount of time.

I can read irregularly spelled words.

I can read longer phrases to become a more fluent reader.

I can read multiple books on one topic and think, "That adds on to what I already knew."

I can read to find the mood of the book.

I can read to learn and use specific vocabulary about a topic.

I can read words with common prefixes.

I can read words with common suffixes.

I can read, infer, and draw conclusions to demonstrate understanding by locating facts to answer questions.

I can read, infer, and draw conclusions to demonstrate understanding by locating facts to ask questions.

I can read, infer, and draw conclusions to explain common graphic features to assist in the interpretation of text.

I can read, infer, and draw conclusions to identify the main idea of sections of text and distinguish it from the topic.

I can read, infer, and draw conclusions to use text features to locate specific information.

I can recall and tell a story with a beginning, middle, and end.

I can recognize when an author compares something known to something unknown to better understand the story.

I can reread to learn more information about a topic.

I can reread to understand the confusing parts of stories.

I can respond to questions about an author's craft.

I can retell a moral of the story.

I can retell a story's beginning, middle, and end.

I can retell a story's topic.

I can retell the names of characters.

I can retell the problem and solution of a story.

I can scoop up phrases I know to become a more fluent reader.

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Required Course

I can seek clarification by rereading an informational text.

I can use facts when supporting answers and giving evidence about a text.

I can use details when supporting answers and giving evidence from a text.

I can set a goal and work with others to reach those goals.

I can share what I know about my books with others and help each other reach our goals.

I can snap up beginnings and endings.

I can speak clearly to my partner when I retell parts of a story.

I can speak clearly when asking my reading partner appropriate questions about a text.

I can speak clearly when presenting information about a topic.

I can speak clearly when presenting my opinion about the book.

I can stop and jot and use text evidence to support my conclusion and answer.

I can stop and think about what I'm reading to understand my story.

I can stop at the end of chapters or sections and ask "what is the main event that happened?"

I can study a mentor text and pay attention to the precise words the author used to paint pictures of what is happening in the story.

I can study a mentor's text and copy the craft moves.

I can take turns in a discussion with a shoulder partner, according to classroom expectations.

I can understand how two things being compared in a story are alike.

I can understand that sentences are organized into paragraphs to convey meaning.

I can use a details and facts from a text to answer and or ask a question.

I can use a glossary to look up keywords.

I can use a mentor text to discover how an author paints pictures with words.

I can use antonyms.

I can use collective nouns in my writing.

I can use common irregular nouns in my writing.

I can use common syllable patterns to decode words.

I can use context clues to decode unknown words.

I can use context to understand a new word.

I can use context to understand keywords.

I can use illustrations to comprehend unknown words.

I can use illustrations to confirm the mood of the book.

I can use information from the text to support my opinions and answers about the text.

I can use keywords to teach other about a topic.

I can use nouns in my writing.

I can use onomatopoeia.

I can use reflexive pronouns in my writing.

I can use regular verbs in my writing.

I can use strategies to decode keywords.

I can use synonyms.

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I can use text features to locate specific information.

I can use text features to understand how the story goes.

I can use text to relate to experiences in the world.

I can use the meaning of words to determine the meaning of compound words.
