

# Language Arts Pacing Guide

## Grade 2

To successfully complete second grade the learner will

### Core Standard 1: Word Recognition, Fluency, and Vocabulary Development

- Use features of words (e.g. common word parts, sound/symbol relationships, and spelling patterns) to decode unknown words.
- Identify common synonyms, antonyms, and compound words. Read aloud grade-level-appropriate literary and informational texts with appropriate changes in voice and expression.

### Essential Question:

- *What strategies do good readers use to become an independent reader?*

#### 2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.

##### Learning Target

- Accurately read grade level text:
  - Total number of words read correct divided by Total words read (correct or corrected + uncorrected errors).
  - Interpretation: 99% Correct: Independent Level Reading 95% Correct: Instructional Level Reading
    - Fall 30-60 words per minute (Narrative Text).
    - Winter 50-80 words per minute,( Expository Text)
    - Spring 70-100 words per minute. (Narrative and Expository Text)

2.1.2 Recognize and use knowledge of spelling patterns (such as *cut/cutting, slide/sliding*) when reading.

2.1.1 Demonstrate an awareness of the sounds that are made by different letters by:

- Distinguishing beginning, middle, and ending sounds in words.
- Rhyming words.
- Clearly pronouncing blends and vowel sounds.

2.1.3 Decode (sound out) regular words with more than one syllable (*dinosaur, vacation*).

2.1.11 Know and use common word families (such as *-ale, -est, -ine, -ock, -ump*) when reading unfamiliar words.

##### Learning Target

- Recognize, decode, and apply spelling patterns when reading familiar and unfamiliar words.
- Demonstrate phonemic awareness:

<ul style="list-style-type: none"> <li>Distinguishing beginning, middle, and ending sounds in words.</li> <li>Rhyming words.</li> <li>Clearly pronouncing blends and vowel sounds.</li> <li>Sound out multi syllable words.</li> <li>Use common word families.</li> </ul>	
2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words ( <i>lunchtime, lunchroom, daydream, raindrop</i> ). 2.2.9 Use context (the meaning of the surrounding text) to understand word and sentence meanings. (This is not a Core Indicator, although it supports a Core Indicator.)	
<b>Learning Target</b>	
<ul style="list-style-type: none"> <li>Analyze word meaning using context clues.</li> <li>Uncover word meaning using context clues.</li> </ul>	
2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as <i>un-</i> ) and suffixes (word parts added at the end of words such as <i>-ful</i> ). (This is not a Core Indicator, although it supports a Core Indicator.)	
<b>Learning Targets</b>	
<ul style="list-style-type: none"> <li>Determine the meaning of unfamiliar words using simple prefixes and suffixes.</li> </ul>	
2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings). 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words ( <i>lunchtime, lunchroom, daydream, raindrop</i> ).	
<b>Learning Targets</b>	
<ul style="list-style-type: none"> <li>Identify common synonyms, antonyms and compound words.</li> </ul>	
2.1.5 Identify and correctly use regular plural words ( <i>mountain/mountains</i> ) and irregular plural words ( <i>child/children, mouse/mice</i> ).	
<b>Learning Target</b>	
<ul style="list-style-type: none"> <li>Use features of words (e.g. common word parts, sound/symbol relationships, and spelling patterns) to decode unknown words.</li> </ul>	
<b>LEARNING TARGETS</b>	
<b>Concepts: Need to Know</b> <b>(Declarative Knowledge)</b>  2.1.6 <ul style="list-style-type: none"> <li>Fluency, Accuracy, Voice, Expression</li> </ul>	<b>Skills: Be Able to Do</b> <b>(Procedural Knowledge)</b>  2.1.6 <ul style="list-style-type: none"> <li>Read aloud fluently and accurately with appropriate changes in voice and expression.               <ul style="list-style-type: none"> <li>Total number of words read correctly divided by Total words read (correct or corrected + uncorrected errors).</li> <li>Interpretation: 99% Correct: Independent Level</li> </ul> </li> </ul>

	<p>Reading 95% Correct: Instructional Level Reading</p> <ul style="list-style-type: none"> <li>▪ Fall 30-60 words per minute (Narrative Text)</li> <li>▪ Winter 50-80 words per minute (Narrative Text)</li> <li>▪ Spring 70-100 words per minute (Narrative Text)</li> </ul>
<p>2.1.2</p> <ul style="list-style-type: none"> <li>• Spelling patterns</li> </ul>	<p>2.1.2</p> <ul style="list-style-type: none"> <li>• Recognize, decode, and apply spelling patterns when reading familiar and unfamiliar words.</li> </ul>
<p>2.1.1</p> <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> </ul>	<p>2.1.1</p> <ul style="list-style-type: none"> <li>• Demonstrate phonemic awareness: <ul style="list-style-type: none"> <li>○ Distinguish beginning, middle and ending sounds in words</li> <li>○ Rhyme words</li> <li>○ Clearly pronounce blends and vowel sounds</li> </ul> </li> </ul>
<p>2.1.3</p> <ul style="list-style-type: none"> <li>• Syllables</li> </ul>	<p>2.1.3</p> <ul style="list-style-type: none"> <li>• Decode (sound out) regular words with more than one syllable</li> </ul>
<p>2.1.11</p> <ul style="list-style-type: none"> <li>• Word Families</li> </ul>	<p>2.1.11</p> <ul style="list-style-type: none"> <li>• Use common words families</li> </ul>
<p>2.2.9</p> <ul style="list-style-type: none"> <li>• Context</li> </ul>	<p>2.2.9</p> <ul style="list-style-type: none"> <li>• Use context (the meaning of the surrounding text) to understand word and sentence meanings</li> </ul>
<p>2.1.8</p> <ul style="list-style-type: none"> <li>• Compound Words</li> </ul>	<p>2.1.8</p> <ul style="list-style-type: none"> <li>• Use knowledge of individual words to predict meaning of compound words</li> </ul>
<p>2.1.9</p> <ul style="list-style-type: none"> <li>• Prefixes, Suffixes</li> </ul>	<p>2.1.9</p> <ul style="list-style-type: none"> <li>• Determine the meaning of unfamiliar works using simple prefixes and suffixes</li> </ul>
<p>2.1.7, 2.1.10</p> <ul style="list-style-type: none"> <li>• Synonyms, Antonyms</li> <li>• Multiple-meaning words</li> </ul>	<p>2.1.7, 2.1.10</p> <ul style="list-style-type: none"> <li>• Identify common synonyms and antonyms.</li> <li>• Identify simple multiple-meaning words</li> </ul>

2.1.5 <ul style="list-style-type: none"> <li>Regular and irregular plural words</li> </ul>	2.1.5 <ul style="list-style-type: none"> <li>Identify regular plural words and irregular plural words</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary</b></p> <div> <div>Plural words, Irregular words</div> <div>Synonyms</div> <div>Antonyms</div> <div>Compound words</div> </div> <div> <div>Prefixes</div> <div>Suffixes</div> <div>Fluency</div> <div>Expression</div> </div> <div> <div>Syllables</div> <div>Multiple meaning words</div> </div>	

### Core Standard 2: Informational Text: Structure, Comprehension, and Analysis

- Use titles, tables of contents, and chapter headings to identify central ideas or topics.
- Make cause/effect connections and identify common words that indicate when events happened in a sequence (e.g., first, next, last).
- Ask and respond to questions to aid comprehension (e.g. summarize main ideas, restate facts and details, and author's purpose)

#### Essential Question:

- What do good readers do to make sense of nonfiction and informational text?*

2.2.1 Use titles, tables of contents, and chapter headings to locate information in text. 2.2.2 State the purpose for reading. 2.2.4 Ask and respond to questions ( <i>when, who, where, why, what if, how</i> ) to aid comprehension about important elements of informational texts. 2.2.5 Restate facts and details or summarize the main idea in the text to clarify and organize ideas. 2.2.6 Recognize cause-and-effect relationships in a text. 2.2.10 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as <i>before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when</i> or cause and effect, such as <i>because, since, therefore, so</i> ). 2.2.11 Identify text that uses sequence or other logical order (alphabetical order or time).	
<p style="text-align: center;"><b>Learning Target</b></p> <ul style="list-style-type: none"> <li>Use titles, tables of contents, and chapter headings to identify central ideas and topics.</li> </ul>	
<p style="text-align: center;"><b>LEARNING TARGETS</b></p>	
<p style="text-align: center;"><b>Concepts: Need to Know</b></p>	<p style="text-align: center;"><b>Skills: Be Able to Do</b></p>

(Declarative Knowledge)		(Procedural Knowledge)	
2.2.1	<ul style="list-style-type: none"> <li>Titles, tables of contents, and chapter headings</li> </ul>	2.2.1	<ul style="list-style-type: none"> <li>Use titles, tables of contents, and chapter headings to locate information in text</li> </ul>
2.2.2	<ul style="list-style-type: none"> <li>Purpose for reading</li> </ul>	2.2.2	<ul style="list-style-type: none"> <li>State the purpose for reading</li> </ul>
2.2.4	<ul style="list-style-type: none"> <li>Questioning techniques</li> </ul>	2.2.4	<ul style="list-style-type: none"> <li>Ask and respond to questions (who, what if, when, where, why, and how) to aid comprehension about important elements of informational texts</li> </ul>
2.2.5	<ul style="list-style-type: none"> <li>Main idea, facts, and details</li> </ul>	2.2.5	<ul style="list-style-type: none"> <li>Restate facts and details or summarize the main idea in the text to clarify and organize ideas</li> </ul>
2.2.6	<ul style="list-style-type: none"> <li>Cause and effect</li> </ul>	2.2.6	<ul style="list-style-type: none"> <li>Recognize cause and effect relationships</li> </ul>
2.2.10	<ul style="list-style-type: none"> <li>Drawing conclusions</li> <li>Predictions</li> </ul>	2.2.10	<ul style="list-style-type: none"> <li>Draw conclusions or make predictions about what will happen in a text by identifying key words</li> </ul>
2.2.11	<ul style="list-style-type: none"> <li>Sequencing</li> </ul>	2.2.11	<ul style="list-style-type: none"> <li>Identify sequence or logical order in a text</li> </ul>
<b>Key Vocabulary</b>			
Headings	Summarize	Predictions	Main idea
Logical order; alphabetical order	Clarify	Drawing conclusions	Details
Author's purpose	Cause and effect	Table of contents	Facts
Comprehension	Diagram, chart, graph	Informational text	Sequence

### Core Standard 3: Reading: Comprehension and Analysis of Literary Text

- Compare the plot, setting, characters, and meaning or lessons of stories.

#### Essential Question:

- How can good readers use the story elements to understand a wide variety of literature?*

2.3.7 Identify the meaning or lesson of story.	
2.3.1 Compare plots, settings, and characters presented by different authors.	
<p style="text-align: center;"><b>Learning Target</b></p> <ul style="list-style-type: none"> <li>• Restate the theme using examples of the conflict(s) and how they're resolved.</li> <li>• Predict the meaning of lesson of a story using context clues and prior lessons.</li> <li>• Connect story elements leading to conclusions.</li> <li>• Compare and contrast various works by different authors in similar themes.</li> </ul>	
2.3.3 Compare and contrast versions of same stories from different cultures.	
2.3.6. Recognize the difference between fantasy and reality. (This is not a core indicator, although it supports a core indicator.)	
2.3.4 Identify the use of rhythm, rhyme and alliteration in poetry or fiction. (This is not a core indicator, although it supports a core indicator.)	
<p style="text-align: center;"><b>Learning Target</b></p> <ul style="list-style-type: none"> <li>• Recognize similarities and differences in the text, and how they affect resolution of conflict(s).</li> <li>• Identify common themes, setting characters and character traits through cross-cultural versions.</li> <li>• Identify differences using setting, characters and character traits through cross-cultural versions.</li> </ul>	
<b>LEARNING TARGETS</b>	
<b>Concepts: Need to Know</b> <b>(Declarative Knowledge)</b>	<b>Skills: Be Able to Do</b> <b>(Procedural Knowledge)</b>
2.3.1 <ul style="list-style-type: none"> <li>• Plot, setting and characters</li> </ul>	2.3.1 <ul style="list-style-type: none"> <li>• Compare and contrast plot, setting and characters by different authors</li> </ul>
2.3.3 <ul style="list-style-type: none"> <li>• Stories from different cultures</li> </ul>	2.3.3 <ul style="list-style-type: none"> <li>• Compare and contrast versions of the same stories from different cultures</li> </ul>
2.3.7 <ul style="list-style-type: none"> <li>• Meaning or lesson of a story</li> </ul>	2.3.7 <ul style="list-style-type: none"> <li>• Restate the meaning or lesson of a story</li> </ul>
2.3.6 <ul style="list-style-type: none"> <li>• Reality or fantasy</li> </ul>	2.3.6 <ul style="list-style-type: none"> <li>• Recognize the difference between fantasy and reality</li> <li>• Use the terms fiction and nonfiction</li> </ul>
2.3.4 <ul style="list-style-type: none"> <li>• Poetry</li> </ul>	2.3.4 <ul style="list-style-type: none"> <li>• Identify the use of rhythm, rhyme and alliteration in poetry or fiction.</li> </ul>

		Key Vocabulary	
Compare and contrast	Fiction	Rhyme	Character
Fantasy	Nonfiction	Rhythm	Setting
Reality	Plot	Alliteration	Story lesson

### Core Standard 4: Writing: Informational, Research, and Persuasive Texts

- Create a list of ideas for writing and progress through the stages of the writing process; prewriting, drafting, revising, editing multiple drafts.

#### Essential Question:

*How do good writers select a topic for writing? How do the stages of the writing process help me grow as a writer?*

2.4.1	Create a list of ideas for writing.
2.4.2	Organize related ideas together to maintain a consistent focus.
2.4.4	Explain the purposes of various reference materials (such as a dictionary, thesaurus, or atlas)
<b>Learning Target</b>	
<ul style="list-style-type: none"> <li>• List ideas for stories, using prior knowledge and personal experiences.</li> <li>• Classify ideas and details into similar categories.</li> <li>• Explain dictionary, thesaurus and atlas organization and how it helps readers locate information.</li> </ul>	
2.5.6	Write for different purposes and to a specific audience or person.
2.5.8	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: <ul style="list-style-type: none"> <li>• uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).</li> <li>• organizes information by categorizing it into single categories (such as size color) or includes information gained through observation.</li> </ul>
<b>Learning Target</b>	
<ul style="list-style-type: none"> <li>• Write research reports that categorize and apply ideas, supporting details, and observations.</li> <li>• Explain genre choices and how it is appropriate for the selected audience.</li> </ul>	
2.4.6	Review, evaluate, and revise writing for meaning and clarity.
2.4.8	Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.
<i>NOTE: 2.4.8 is not a core indicator for Core Standard 4, although it supports Core Standard 4.</i>	

<b>Learning Target</b>	
<ul style="list-style-type: none"> <li>• Evaluate writing (own and others) to identify possible revisions in order to improve ideas and details, word choice, clarity, meaning, and organization.</li> </ul>	

- Revise writing to improve ideas and details, word choice, clarity, meaning, and organization.
- Language conventions revisions should focus on grade level indicators found in Standard 6.

### LEARNING TARGETS

Concepts: <u>Need to Know</u> (Declarative Knowledge)	Skills: <u>Be Able to Do</u> (Procedural Knowledge)
2.4.1 <ul style="list-style-type: none"> <li>• Ideas for writing</li> </ul>	2.4.1 <ul style="list-style-type: none"> <li>• Create a list of ideas for writing</li> </ul>
2.4.2 <ul style="list-style-type: none"> <li>• Focus for writing</li> </ul>	2.4.2 <ul style="list-style-type: none"> <li>• Organize related ideas together</li> <li>• Maintain focus on one topic</li> </ul>
2.4.4 <ul style="list-style-type: none"> <li>• Reference material</li> </ul>	2.4.4 <ul style="list-style-type: none"> <li>• Understand the purpose of various reference materials</li> </ul>
2.4.6, 2.4.8 <ul style="list-style-type: none"> <li>• Evaluation and revision</li> </ul>	2.4.6, 2.4.8 <ul style="list-style-type: none"> <li>• Review and evaluate and revise writing for meaning and clarity</li> <li>• Revise to improve sequence and details</li> </ul>
2.5.6 <ul style="list-style-type: none"> <li>• Purpose and audience for writing</li> </ul>	2.5.6 <ul style="list-style-type: none"> <li>• Write for different purposes and to a specific audience or person</li> </ul>
2.5.8 <ul style="list-style-type: none"> <li>• Research report</li> </ul>	2.5.8 <ul style="list-style-type: none"> <li>• Write or deliver a research report that has been developed using a systematic research process.</li> </ul>

### Key Vocabulary

Editing checklist	Research	Proofread
Details	Purpose	Final Copy
Draft, revise, publish	Audience	
Dictionary, thesaurus, atlas	Organization	



## Core Standard 5: Writing: Literacy Text

- Write narratives, descriptions, friendly letters, poems, and responses to literature for a variety of purposes.

### Essential Question:

- *How do good writers use writing to communicate their thoughts, feelings, and information?*

2.4.1 Create a list of ideas for writing.	
2.4.2 Organize related ideas together to maintain a consistent focus.	
<b>Learning Target</b>	
<ul style="list-style-type: none"><li>• List ideas for stories, using prior knowledge and personal experiences.</li><li>• Classify ideas and details into similar categories.</li></ul>	
2.4.8 Write brief narratives based on experiences that: <ul style="list-style-type: none"><li>• move through a logical sequence of events (chronological order, order of importance).</li><li>• describe the setting, characters, objects, and events in detail.</li></ul>	
2.5.4 Write rhymes and simple poems.	
2.5.5 Use descriptive words when writing.	
2.5.6 Write for different purposes and to a specific audience or person.	
<b>Learning Target</b>	
<ul style="list-style-type: none"><li>• Categorize ideas and supporting details in stories that are read, and in written narratives, rhymes, and poems.</li><li>• Compare settings, characters, and events in stories read, and apply to writing.</li><li>• Write narratives that provide a logical sequence of events, incorporating ideas and observations from prior knowledge and personal experiences.</li><li>• Generate synonyms and/or antonyms for commonly used words to vary word choice in writing.</li></ul>	
2.4.6 Review, evaluate, and revise writing for meaning and clarity.	
2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.	
<b>Learning Target</b>	
<ul style="list-style-type: none"><li>• Evaluate writing (own and others) to identify possible revisions in order to improve ideas and details, word choice, clarity, meaning, and organization.</li><li>• Revise writing to improve ideas and details, word choice, clarity, meaning, and organization.</li><li>• Language conventions revisions should focus on grade level indicators found in Standard 6.</li></ul>	
<b>LEARNING TARGETS</b>	
<b>Concepts: Need to Know (Declarative Knowledge)</b>	<b>Skills: Be Able to Do (Procedural Knowledge)</b>
2.4.1 <ul style="list-style-type: none"><li>• Ideas for writing</li></ul>	2.4.1 <ul style="list-style-type: none"><li>• Create a list of ideas for writing</li></ul>

<p>2.4.2</p> <ul style="list-style-type: none"> <li>• Focus for writing</li> </ul> <p>2.5.5</p> <ul style="list-style-type: none"> <li>• Descriptive words</li> </ul> <p>2.5.6</p> <ul style="list-style-type: none"> <li>• Writing purposes and audiences</li> </ul> <p><b>Writing Applications</b></p> <p>2.5.1</p> <ul style="list-style-type: none"> <li>• Narrative writing</li> </ul> <p>2.5.2</p> <ul style="list-style-type: none"> <li>• Descriptive writing</li> </ul> <p>2.5.4</p> <ul style="list-style-type: none"> <li>• Poetry writing</li> </ul> <p>2.4.6, 2.4.8</p> <ul style="list-style-type: none"> <li>• Evaluation and revision</li> </ul>	<p>2.4.2</p> <ul style="list-style-type: none"> <li>• Organize related ideas together</li> <li>• Maintain focus on one topic</li> </ul> <p>2.5.5</p> <ul style="list-style-type: none"> <li>• Use descriptive words</li> </ul> <p>2.5.6</p> <ul style="list-style-type: none"> <li>• Write for different purposes and to a specific audience</li> </ul> <p><b>Writing Applications</b></p> <p>2.5.1</p> <ul style="list-style-type: none"> <li>• Write brief narratives based on experiences <ul style="list-style-type: none"> <li>○ Move through a logical sequence of events</li> <li>○ Describe the setting, characters, objects, and events in detail.</li> </ul> </li> </ul> <p>2.5.2</p> <ul style="list-style-type: none"> <li>• Write a brief description of a familiar object, person, place or event that : <ul style="list-style-type: none"> <li>○ Develops a main idea</li> <li>○ Uses details to support the main idea</li> </ul> </li> </ul> <p>2.5.4</p> <ul style="list-style-type: none"> <li>• Write rhymes and simple poems</li> </ul> <p>2.4.6, 2.4.8</p> <ul style="list-style-type: none"> <li>• Review and evaluate and revise writing for meaning and clarity</li> <li>• Revise to improve sequence and details</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Narrative                      Poems/Poetry                      Sequence                      Revise</p>	

Descriptive	Rhymes	Evaluate	Draft
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## Core Standard 6: English Language Conventions

- Write and identify nouns and verbs in complete sentences, including the correct use of commas and quotation marks, capitalization of proper nouns, and spell correctly words with vowel sounds and frequently used words that do not fit common spelling patterns.

### Essential Question:

- *How does the use of standard language conventions help my audience understand my writing?*

2.6.3 Use the correct word order in written sentences.
2.6.2 Distinguish between complete and incomplete sentences.
<p><b>Learning Target</b></p> <ul style="list-style-type: none"> <li>• Construct sentences in a logical order using prior knowledge of speech patterns, and intent of speaker.</li> <li>• Apply correct capitalization and punctuation to identify sentence type.</li> <li>• Organize sentences applying rules of structure, capitalization and punctuation.</li> <li>• Recognize dependent clauses, and steps needed to create complete sentences.</li> <li>• Remove parts of complete sentences to create dependent clauses.</li> </ul>
2.6.4 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).
<p><b>Learning Target</b></p> <ul style="list-style-type: none"> <li>• Separate simple sentences to identify and label various parts of speech including nouns and verbs.</li> <li>• Apply correct subject/verb agreement within writing and speaking.</li> </ul>
2.6.7 Capitalize all proper nouns ( <i>names of specific people or things, such as Mike, Indiana, Jeep</i> ), words at the beginning of sentences and greetings, months and days of the week, and titles ( <i>Dr., Mr., Mrs., Miss</i> ) and initials in names.
2.6.6 Use quotation marks correctly to show that someone is speaking.
<p><b>Learning Target</b></p> <ul style="list-style-type: none"> <li>• Identify and apply rules of capitalization.</li> <li>• Identify the dialogue and the dialogue tag in the sentence.</li> <li>• Use dialogue and quotation marks to enhance writing.</li> </ul>
2.6.8 Spell correctly words like <i>was, were, says, said, who, what, and why</i> , which are used frequently but do not fit common spelling patterns.
<p><b>Learning Target</b></p> <ul style="list-style-type: none"> <li>• Correctly spell frequently used words that do not fit common spelling patterns.</li> </ul>
2.6.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.
<p><b>Learning Target</b></p> <ul style="list-style-type: none"> <li>• Print legibly with correct spacing between letters, words and sentences.</li> </ul>

## LEARNING TARGETS

Concepts: <u>Need to Know</u> (Declarative Knowledge)	Skills: <u>Be Able to Do</u> (Procedural Knowledge)
<p>2.6.3</p> <ul style="list-style-type: none"> <li>Sentence order</li> </ul>	<p>2.6.3</p> <ul style="list-style-type: none"> <li>Use the correct word order in written sentences.</li> </ul>
<p>2.6.2</p> <ul style="list-style-type: none"> <li>Sentence structure</li> </ul>	<p>2.6.2</p> <ul style="list-style-type: none"> <li>Distinguish between complete and incomplete sentences.</li> <li>Write complete sentences.</li> </ul>
<p>2.6.4</p> <ul style="list-style-type: none"> <li>Parts of speech</li> </ul>	<p>2.6.4</p> <ul style="list-style-type: none"> <li>Identify and correctly write various parts of speech, including nouns and verbs.</li> </ul>
<p>2.6.5, 2.6.6</p> <ul style="list-style-type: none"> <li>Punctuation</li> </ul>	<p>2.6.5, 2.6.6</p> <ul style="list-style-type: none"> <li>Apply end marks appropriately. (periods, question marks, exclamation marks)</li> <li>Use commas in the greeting and closing of a letter and with dates and items in a series.</li> <li>Use quotation marks correctly to show that someone is speaking.</li> </ul>
<p>2.6.7</p> <ul style="list-style-type: none"> <li>Capitalization</li> </ul>	<p>2.6.7</p> <ul style="list-style-type: none"> <li>Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials in names.</li> </ul>
<p>2.6.8</p> <ul style="list-style-type: none"> <li>Spelling</li> </ul>	<p>2.6.8</p> <ul style="list-style-type: none"> <li>Spell correctly word wall words: words which are used frequently but do not fit common spelling patterns.</li> </ul>
<p>2.6.1</p> <ul style="list-style-type: none"> <li>Handwriting</li> </ul>	<p>2.6.1</p> <ul style="list-style-type: none"> <li>Form letters correctly and space words and sentences properly so that writing can be read easily by another person.</li> </ul>

Key Vocabulary		
Complete, incomplete sentences	Commas	capitalization
Nouns	Quotation marks	punctuation
Verbs	Proper nouns	

### Core Standard 7: Listening and Speaking

- Recite poems and/or sing songs, tell stories, and report on topics, putting events and facts into a clear order or sequence.
- Determine purposes for listening, and ask questions to aid in understanding what was said. Give and follow oral directions.

#### Essential Questions:

- How does listening and speaking clearly help me communicate with others?
- How does being a good listener help me learn?
- How does a good speaker communicate ideas effectively?

**2.7.1 Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor.**

**2.7.2 Ask for clarification and explanation of stories and ideas.**

#### Learning Target

- Develop purpose for listening.
- Ask questions that clarify partial understanding

**2.7.5 Organize presentations to maintain a clear focus.**

**2.7.7 Tell experiences in a logical order (chronological order, order of importance, spatial order).**

**2.7.8 Retell stories, including characters, setting, and plot.**

**2.7.9 Report on a topic with supportive facts and details.**

#### Learning Target

- Develop presentations that have a clear focus and support the listeners' understanding of important ideas.
- Determine importance of characters, setting and plot to retell a story or oral presentation.
- Determine supportive facts and details that enhance understanding of a topic.

**2.7.13 Recount experiences or present stories that:**

- Move through a logical sequence of events (chronological order, order of importance, spatial order).
- Describe story elements, including characters, plot, and setting.

**2.7.11 Report on a topic with facts and details, drawing from several sources of information.**

**2.7.13 Recite poems, rhymes, songs, and stories.**

#### Learning Target

- Recite poems and/or tell stories, putting story elements and facts in logical order.
- Report on topics, synthesizing information from multiple sources.

LEARNING TARGETS	
Concepts: <u>Need to Know</u> (Declarative Knowledge)	Skills: <u>Be Able to Do</u> (Procedural Knowledge)
2.7.1, 2.7.2 <ul style="list-style-type: none"> <li>Listening</li> </ul>	2.7.1, 2.7.2 <ul style="list-style-type: none"> <li>Determine the purpose or purposes of listening.</li> <li>Ask for clarification and explanation of stories and ideas.</li> </ul>
2.7.5, 2.7.7, 2.7.8, 2.7.9, 2.7.10, 2.7.11, 2.7.13 <ul style="list-style-type: none"> <li>Formal speaking</li> </ul>	2.7.5, 2.7.7., 2.7.8, 2.7.9, 2.7.10, 2.7.11, 2.7.13 <ul style="list-style-type: none"> <li>Organize presentations to maintain a clear focus and use a logical sequence.</li> <li>Tell experiences in a logical order.</li> <li>Retell or present stories including characters, setting and plot.</li> <li>Report on a topic with supporting facts and details using one or more sources of information.</li> <li>Recite poems, rhymes, songs and stories.</li> </ul>
Key Vocabulary	
Explanation Supportive facts and details Sequence	Characters Plot Setting

### English Language Arts Teaching Models and Tools

- *Making Meaning Comprehension Curriculum and/or Harcourt Reading Collections and resources*
- *Four Blocks Resources*
- *Foundations*
- *Wilson Reading*
- *Compass Odyssey*
- *Indiana State Standards ELA Resources: Curriculum Frameworks*
- *The Write Source*
- *Being A Writer*

**English Language Arts Academic Milestones to be achieved by all second graders by the end of the current school year:**

- Achieve proficiency on the Indiana Reading Diagnostic Assessment (three times per year).
- Achieve targeted RIT score on Fall and Spring NWEA test.
- Earn minimum rubric scores of 4 in Ideas and Content, Organization, Style and Voice and a score of 3 in Language Conventions as measure by the MCAS Writing Rubric.

**NOTE TO THE TEACHER:**

- The quarter in which a standard is listed is when this standard is EMPHASIZED. It is assumed these standards will be taught throughout the school year.

Time-frame	Content/Performance Standard Indicators Addressed	Assessment Suggestions
On-going: Review each Quarter	<p>2.1.1 Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; rhyming words; and clearly pronouncing blends and vowel sounds.</p> <p>2.1.2 Recognize and use knowledge of spelling patterns (such as <i>cut/cutting, slide/sliding</i>) when reading.</p> <p>2.1.3 Decode (sound out) regular words with more than one syllable (<i>dinosaur, vacation</i>).</p> <p>2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.</p> <p>2.2.2 State the purpose for reading</p> <p>2.2.4 Ask and respond to questions (when, who, where, why, what if, how) to aid comprehension about important elements of informational text.</p> <p>2.3.1 Compare plots settings and characters presented by different authors</p> <p>2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.</p> <p>2.5.6 Write for different purposes and to a specific audience or person.</p> <p>2.6.1. Form letters correctly and space words and sentences properly so that writing can be read easily by another person.</p> <p>2.6.2 Distinguish between complete (<i>When Tom hit the ball, he was proud.</i>) and incomplete sentences (<i>When Tom hit the ball</i>).</p> <p>2.6.5 Use commas in greeting and closure of a letter and with dates and items in a series.</p> <p>2.6.7. Capitalize all proper nouns (names of specific people or things, such as <i>Mike, Indiana, Jeep</i>), words at the beginning of sentences and greetings, months and days of the week, and titles (<i>Dr., Mr., Mrs., Miss</i>) and initials of people.</p> <p>2.6.8. Spell correctly words like <i>was, were, says, said, who, what, why, which</i> are used frequently but do not fit common spelling patterns.</p> <p>2.6.9 Spell correctly words with short and long vowel sounds (<i>a,e,i,o,u</i>), <i>r</i>-controlled vowels (<i>ar, er, ir, or, ur</i>), and consonant-blend patterns (<i>bl, dr, st</i>).</p> <ul style="list-style-type: none"> <li>- short vowels: <u>a</u>ctor, <u>e</u>ffort, <u>i</u>nk, <u>ch</u>op, <u>u</u>nless</li> <li>- long vowels: <u>a</u>ce, <u>e</u>qual, <u>b</u>ind, <u>h</u>oe, <u>u</u>se</li> <li>- <i>r</i>-controlled: <u>p</u>ark, <u>s</u>upper, <u>b</u>ir<u>d</u>, <u>c</u>orn, <u>f</u>urther</li> <li>- consonant blends: <u>b</u>lue, <u>cr</u>ash, <u>de</u>sk, <u>s</u>peak, <u>co</u>ast</li> </ul> <p>2.7.1. Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy).</p> <p>2.7.8. Retell stories, including characters, setting, and plot.</p> <p>2.7.13 Recite poems, rhymes, songs, and stories</p>	<p>HB - End of the Book Assessments</p> <p>Holistic Assessment</p> <p>Mid-Term/Final Assessments</p> <p>Theme Assessments</p> <p>Selection Test</p> <p>Language Skills Test</p> <p>Indiana Reading Assessment</p> <p>Administration 1, 2, 3</p> <p>Making Meaning Assessment Records</p> <p>Foundations Unit Assessments</p> <p>NWEA - 2<sup>nd</sup> grade</p> <p>Quarterly Writing Assessments</p> <p>AR Test results</p> <p>Daily Language Review DLR</p> <p>Daily Assessment Spelling Tests</p> <p>2<sup>nd</sup> grade - cont'd.....</p> <p>Self Selected Reading Records</p> <p>Responding to Literature</p> <p>Narrative Writing</p> <p>Compass Odyssey Learning Paths</p> <p>Teacher Observation</p> <p>Student Participation</p> <p>Curriculum Framework Assessments</p> <p>Oral Assessments</p> <p>Slate Assessments</p>

Highlighted items are "Power/Critical Standard Indicators"



Time-frame	Content/Performance Standard Indicators Addressed	Teaching Timeline With Resources And Teaching Models		Assessment Suggestions
First Quarter August 26 -October 30th	2.1.4 Recognize common abbreviations ( <i>Jan., Fri.</i> ).	HBJ Reading Something New		HB - End of the Book Assessments
	2.2.1 Use titles, tables of contents, and chapter headings to locate information in text.	<ul style="list-style-type: none"><li>HBJ Reading Inventory</li><li>Theme 1: <i>Being Me</i> (5 stories)</li><li>Theme 2: <i>Helping Hands</i> (5 stories)</li></ul>	8/26 to 9/4	Holistic Assessment
	2.2.11 Identify text that uses sequence or other logical order (alphabetical order or time).		8/26 to 10/2	Mid-Term/Final Assessments
	2.2.5 Restate facts and details or summarize the main idea in the text to clarify and organize ideas.		10/5 to 11/6	Theme Assessments
	2.2.8 Follow two-step written instructions.	Making Meaning		Selection Test
	2.3.7 Identify the meaning or lesson of a story.	<ul style="list-style-type: none"><li>Unit 1</li><li>Unit 2</li><li>Unit 3</li></ul>	8/25-9/30	Language Skills Test
	2.4.1 Create a list of ideas for writing.		10/5-10/16	Indiana Reading Diagnostic Assessment 1, 2, 3
	2.4.3 Find ideas for writing stories and descriptions in pictures or books.		10/19-11/6	Making Meaning Assessment Records
	2.5.1 Write brief narratives (stories) based on their experiences that:	Foundations		Foundations Unit Assessments
	<ul style="list-style-type: none"><li>- move through a logical sequence of events.</li><li>- describe the setting, characters, objects, and events in detail.</li></ul>	<ul style="list-style-type: none"><li>Unit 1</li><li>Unit 2</li><li>Unit 3</li><li>Unit 4</li><li>Unit 5</li></ul>	8/26-9/11	NWEA - 2 <sup>nd</sup> grade
	2.6.3 Use the correct word order in written sentences.		9/14-9/25	Quarterly Writing Assessments
	2.6.4 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).		9/28-10/2	AR Test results
	2.7.2 Ask for clarification and explanation of stories and ideas.	Quarterly Writing		Daily Language Review DLR
	2.7.7 Tell experiences in a logical order.	<ul style="list-style-type: none"><li>Narrative Writing</li></ul>	10/5-10/16	Daily Assessment Spelling Tests
			10/19-10/30	2 <sup>nd</sup> grade - cont'd.....

Highlighted items are "Power/Critical Standard Indicators"

Time-frame	Content/Performance Standard Indicators Addressed	Teaching Timeline With Resources And Teaching Models		Assessment Suggestions
Second Quarter November 2 to January 20th	2.1.5 Identify and correctly use regular plural words ( <i>mountain/mountains</i> ) and irregular plural words ( <i>child/children, mouse/mice</i> ).	HBJ Reading Something New		HB - End of the Book Assessments  Holistic Assessment Mid-Term/Final Assessments Theme Assessments Selection Test Language Skills Test Indiana Reading Diagnostic Assessment Administration 1, 2, 3 Making Meaning Assessment Records Foundations Unit Assessments NWEA - 2 <sup>nd</sup> grade Quarterly Writing Assessments AR Test results Daily Language Review DLR Daily Assessment Spelling Tests 2 <sup>nd</sup> grade - cont'd.....  Self Selected Reading Records Responding to Literature Narrative Writing Compass Odyssey Learning Paths Teacher Observation Student Participation Curriculum Framework Assessments Oral Assessments Slate Assessments
	2.1.7 Understand and explain common antonyms (words with opposite meanings) and synonyms (words with the same meanings).	• Finish Theme 2: <i>Helping Hands</i> (5 stories)	10/5 to 11/6  11/9 to 12/18	
	2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words ( <i>lunchtime, lunchroom, daydream, raindrop</i> ).	• Theme 3: <i>Our World</i> (5 stories)		
	2.2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	• HBJ Midyear Assessment	1/4 to 1/8	
	2.2.9 Use context (the meaning of the surrounding text) to understand word and sentence meanings.	Making Meaning		
2.2.10 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words.	• Finish Unit 3	10/19-11/6		
2.3.2 Create different endings to stories (predictions) and identify the reason (problem) and the impact of the different ending; impact of the different ending (solution).	• Unit 4	11/9-12/18		
2.3.5 Confirm predictions about what will happen next in a story.	• Unit 5	1/4-1/29		
2.3.6 Recognize the difference between fantasy and reality.	Foundations			
2.4.2 Organize related ideas together to maintain a consistent focus.	• Unit 6	11/2-11/13		
2.4.6 Review, evaluate, and revise writing for meaning and clarity.	• Unit 7	11/16-12/4		
2.5.2 Write a brief description of a familiar object, person, place, or event that:	• Unit 8	12/7-12/18		
- develops a main idea.	• Unit 9	1/4-1/15		
- uses details to support the main idea.	Quarterly Writing			
2.5.5 Use descriptive words when writing.	• Descriptive Writing			
2.7.3 Paraphrase information that has been shared orally by others.				
2.7.12 Use descriptive words when speaking about people, places, things, and events.				
2.7.14 Provide descriptions with careful attention to sensory detail.				

Highlighted items are "Power/Critical Standard Indicators"

Time-frame	Content/Performance Standard Indicators Addressed	Teaching Timeline With Resources And Teaching Models		Assessment Suggestions
Third Quarter January 28 - March 26th	2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as <i>un-</i> ) and suffixes (word parts added at the end of words such as <i>-ful</i> ).	HBJ Reading Just In Time		HB - End of the Book Assessments
	2.2.6 Recognize cause-and-effect relationships in a text.	<ul style="list-style-type: none"><li>Volume 2: Just in Time Theme 1: <i>Imagine That</i> (5 stories)</li><li>Theme 2: <i>Neighborhood News</i></li></ul>	1/25 to 2/26	Holistic Assessment
	2.3.3 Compare versions of same stories from different cultures.		3/1 to 4/1	Mid-Term/Final Assessments
	2.4.4 Understand the purposes of various reference materials (such as a dictionary, a thesaurus, and an atlas).	Making Meaning		Theme Assessments
	2.4.5 Use a computer to draft, revise, and publish writing.	<ul style="list-style-type: none"><li>Unit 6</li><li>Unit 7</li><li>Unit 8</li></ul>	1/16-2/15	Selection Test
	2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.		2/20-3/8	Language Skills Test
	2.5.4 Write rhymes and simple poems.		3/13-3/16	Indiana Reading Diagnostic Assessment
	2.5.7 Write responses to literature that: <ul style="list-style-type: none"><li>- Demonstrate an understanding of what is read.</li><li>- Support statements with references to both the text and prior knowledge.</li></ul>	Foundations		Administration 1, 2, 3
	2.6.6 Use quotation marks correctly to show that someone is speaking.	<ul style="list-style-type: none"><li>Unit 10</li><li>Unit 11</li><li>Unit 12</li><li>Unit 13</li></ul>	1/25-2/5	Making Meaning Assessment Records
	2.7.4 Give and follow three-and four-step oral directions.		2/8-2/19	Foundations Unit Assessments
	2.7.10 Recount experiences or present stories that: <ul style="list-style-type: none"><li>- move through a logical sequence of events.</li><li>- describe story elements including characters, plot, and setting.</li></ul>		2/22-3/5	NWEA - 2 <sup>nd</sup> grade
		Quarterly Writing		Quarterly Writing Assessments
		<ul style="list-style-type: none"><li>Narrative Writing</li></ul>		AR Test results
				Daily Language Review DLR
				Daily Assessment Spelling Tests
				2 <sup>nd</sup> grade - cont'd.....
				Self Selected Reading Records
				Responding to Literature
				Narrative Writing
				Compass Odyssey Learning Paths
				Teacher Observation
				Student Participation
				Curriculum Framework Assessments
				Oral Assessments
				Slate Assessments

Highlighted items are "Power/Critical Standard Indicators"

Time-frame	Content/Performance Standard Indicators Addressed	Teaching Timeline With Resources And Teaching Models		Assessment Suggestions
Fourth Quarter March 29 to June 8th	2.1.11 Know and use common word families (such as ale, -est, ine, -ock, -ump) when reading unfamiliar words.	HBJ Reading Just In Time		HB - End of the Book Assessments
	2.2.7 Interpret information from diagrams, charts and graphs.	<ul style="list-style-type: none"> <li>Finish Theme 2: Neighborhood News</li> <li>Theme 3: Travel Time (5 stories)</li> <li>HBJ End of Book Assessment</li> </ul>	3/1 to 4/1	Holistic Assessment
	2.3.4 Identify the use of rhythm, rhyme, and alliteration (using words with repeating Consonant sounds) in poetry or narratives (stories).		4/12 to 5/14	Mid-Term/Final Assessments
	2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as <i>Dear Mr. Smith</i> ), body, closing, and signature.	Making Meaning		Theme Assessments
	2.5.4 Write rhymes and simple poems.	Review		Selection Test
	2.5.8 Write or deliver a research report that has been developed using a systematic research process	Fundations		Language Skills Test
	2.6.5 Use commas in the greeting ( <i>Dear Sam,</i> ) and closure of a letter ( <i>Love, or Your friend,</i> ) and with dates ( <i>March 22, 2000</i> ) and items in a series ( <i>Tony, Steve, and Bill</i> ).	<ul style="list-style-type: none"> <li>Unit 14</li> <li>Unit 15</li> <li>Unit 16</li> <li>Unit 17</li> </ul>	3/29-4/16	Indiana Reading Diagnostic Assessment Administration 1, 2, 3
	2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.		4/19-4/30	Making Meaning Assessment Records
	2.7.5 Organize presentations to maintain a clear focus.	Quarterly Writing		Fundations Unit Assessments
	2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).	Letter Writing		NWEA - 2 <sup>nd</sup> grade
	2.7.9 Report on a topic with supportive facts and details.			Quarterly Writing
	2.7.11 Report on a topic with facts and details, drawing from several sources of information.			AR Test results
				Daily Language Review DLR
				Daily Assessment Spelling Tests
				2 <sup>nd</sup> grade - cont'd.....
				Self Selected Reading Records
				Responding to Literature
				Narrative Writing
				Compass Odyssey Learning Paths
				Teacher Observation
				Student Participation
				Curriculum Framework Assessments
				Oral Assessments
				Slate Assessments

7/29/08

Highlighted items are "Power/Critical Standard Indicators"