

Grade 2 English Language Arts Curriculum Guide:

Reading and Viewing (2)

<p><u>Content Standards</u> Students will understand: A. PROCESS OF READING: Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to:</p>	<p>B. LITERATURE AND CULTURE: Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:</p>	<p>D. INFORMATION TEXTS: Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to:</p>
<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Seek out and enjoy experiences with books and other print materials. ♦ Demonstrate an understanding that reading is a way to gain information about the world. ♦ Make and confirm predictions about what will be found in a text. ♦ Recognize and use rereading as an aid to developing fluency and to understanding appropriate material. ♦ Figure out unknown words using a variety of strategies including rereading, context clues, and knowledge of word structures and letter-sound relationships. ♦ Recognize and use clues within the text (sentence structure, word meanings), rereading, and other strategies as aids in developing fluency and comprehension. ♦ Ask questions and give other responses after listening to presentations by the teacher or classmates. 	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Understand the basic plot of simple stories. ♦ Draw logical conclusions about what will happen next or how things might have turned out differently in a story. ♦ Identify differences and similarities in story elements (e.g., plot, setting, characters, conflict resolution) in works from various cultures. ♦ Distinguish between fiction and nonfiction. 	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Understand the main idea of simple expository information.

<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ The student will: select books and materials during a free-choice or reading period. ♦ Understand that we read for a purpose ♦ Learn to use nonfiction materials ♦ Make a prediction of a text prior to reading ♦ Look at the front and back covers, including the blurb, and look at the title and illustrations ♦ Reread familiar texts at their “just right” level ♦ Use a collection of reading strategies (i.e. rereading, context clues, word structure, letter-sound relationships) ♦ Understand and use a collection of prefixes and suffixes (re, tri, ex, sub, un)(ed, er, es, est, ly, s/es) ♦ Be able to use letter-sound relationships in order to decode unknown words ♦ Develop ability to self-monitor their own reading by integrating a collection of reading strategies ♦ Make comments and develop questions related to the topic following a presentation by the teacher or classmates ♦ Re-telling a story, recounting main points and include a beginning, middle, end 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ The student will: understand and demonstrate that a story has a beginning, middle and end ♦ Identify the character, setting and problem of a story ♦ Predict what will happen next in a story and develop possible alternative endings of stories ♦ Define the differences and similarities in story elements with materials from various cultures <p>Recognize the features of nonfiction and fiction texts</p>	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ The student will: identify the components of an informational text (titles, pictures, labeled diagrams, table of contents) ♦ Comprehend the main idea of a given expository text at an appropriate level
<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ DRA ♦ MAP Task: “What’s the Same, What is Different?” ♦ MAP Task: “Be a Detective” ♦ DRA Running Records (midyear) ♦ Phonics Skills Checklist 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ DRA ♦ MAP Task: “What’s the Same, What is Different?” ♦ MAP Task: “Be a Detective” ♦ DRA Running Records (midyear) ♦ Phonics Skills Checklist 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ MAP Task: “Be a Detective”

♦ Classroom Assessment	♦ Classroom Assessment	
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<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ Wide variety of literature ♦ Leveled books ♦ Nonfiction materials/books ♦ Literature ♦ Familiar texts ♦ Guided reading resources (Fountas & Pinnell, Marie Clay, Debbie Miller, Sharon Taberski) ♦ Write Source ♦ Guided reading with leveled books ♦ Teaching for Strategies (resource book) 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ Book resources ♦ Write Source Leveled books ♦ Multi-cultural literature ♦ Materials – folk-tales ♦ Biographies ♦ Science Books ♦ Reading log 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ Leveled texts ♦ Quality literature ♦ Rookie Readers Read About Science books ♦ Rigby Animal Facts- P.M. Collection ♦ Scholastic Non-Fiction ♦ Scholastic Readers - Time to Discover ♦ Sundance Little Green Readers Sets 1 through 4 ♦ K-W-L Charts ♦ Venn Diagrams
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Teacher modeling ♦ ♦ ♦ ♦ ♦ ♦ 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Guided reading ♦ ♦ ♦ ♦ ♦ ♦ 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Teacher modeling to introduce expository information ♦ ♦ ♦

Grade 2 English Language Arts Curriculum Guide:

Writing and Speaking (2)

<p>E. PROCESSING OF WRITING AND SPEAKING: Students will demonstrate the ability to use the skills and strategies of the writing process. Students will be able to:</p>	<p>F. STANDARD ENGLISH CONVENTIONS: Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to:</p>	<p><u>Content Standards</u> Students will understand: G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING: Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. students will be able to:</p>
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<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Tell about experiences and discoveries, both orally and in writing. ♦ Respond to stories orally and in writing. ♦ Respond to remarks or statements orally and in writing. 	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Edit their own written work for standard English spelling and usage, as evidenced by pieces that show and contain: 1) complete sentences 2) initial understanding of the use of pronouns and adjectives 3) evidence of correct spelling of frequently used words 4) few significant errors in the capitalization of proper nouns and of the words that begin sentences 5) few significant errors in the use of end stop punctuation (e.g., periods, question marks). ♦ Use oral language appropriate to the level of formality required. 	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Dictate or write stories or essays which convey basic ideas, have sequences that make sense, and show evidence of a beginning, middle, and ending.
<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ The student will: organize personal experiences and discoveries for oral presentations ♦ Write about events of personal experiences using simple text and illustrations through the writing process ♦ Understand and demonstrate through oral discussion, the story elements (characters, setting, sequence) ♦ Demonstrate through simple text and pictures, the story elements (characters, setting, sequence) ♦ Respond with relevant comments to class discussion ♦ Develop more complex text and illustrations relevant to topic 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ The student will: use complete sentences while speaking ♦ Write complete sentences and include longer sentences with a naming part, telling part with appropriate punctuation ♦ Use pronouns in simple and longer sentences ♦ Use appropriate pronoun use while speaking ♦ Develop a collection of frequently used words ♦ Use beginning dictionary skills to check words with “spell check” and in simple dictionaries ♦ Use capitalization of proper nouns and capitalization of words that begin a sentence when writing ♦ Use end stop punctuation (e.g., periods, question marks) when writing 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ The student will: write through independent writing, stories that will make sense and show evidence of a beginning, middle, and end.

	♦ Use appropriate English language while speaking in a group	
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<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ Oral Presentation Rubric ♦ Writing Prompt ♦ MAP Task – “What’s the Same, What is Different?” ♦ MAP Task – “Be a Detective” ♦ Rubric 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ Wring Prompt ♦ MAP Task: “What’s the Same, What is different?” ♦ MAP Task: “Be a Detective” ♦ Sitton spelling lists ♦ Writing samples ♦ Writing prompt 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ Write Prompt ♦ MAP Task: “Be a Detective”
<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ Quality literature ♦ Class books ♦ Individual books ♦ Journal writing ♦ Writing Process 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ Modeling of standard English language ♦ Write Source ♦ Shared writing ♦ Literature ♦ Sitton spelling ♦ Personal journals ♦ Model language structure and language use within meaningful contexts 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ Write source ♦ Literature
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Shared writing ♦ Oral discussion of events ♦ Teacher modeling ♦ Writing process (models of) ♦ Modeling of reading response ♦ Webs ♦ Planning Clusters ♦ Story Maps ♦ 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Modeling of standard English language ♦ Shared writing ♦ Model language structure and language use within meaningful contexts ♦ ♦ 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Shared reading ♦ Shared writing ♦ Writing Samples - Charts

Grade 2 English Language Arts Curriculum Guide:

Integrated Literacy (2)

<p>C. LANGUAGE AND IMAGES: Students will demonstrate an understanding of how words and images communicate. Students will be able to:</p>	<p>H. RESEARCH-RELATED WRITING AND SPEAKING: Students will work, write, and speak effectively when doing research in all content areas. students will be able to:</p>
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<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Distinguish between and make observations about formal and informal uses of English. ♦ Recognize characteristic sounds and rhythms of language, including the relationship between sounds and letters. ♦ Make valid observations about the use of words and visual symbols. 	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Develop a search strategy which uses appropriate and available resources ♦ Formulate questions to ask when gathering information. ♦ Record and share information gathered.
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<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ The student will: demonstrate appropriate language at school ♦ Demonstrate the ability to rhyme and generate rhyming strings ♦ Demonstrate the ability to blend phonemes in order to read words in an appropriate leveled text ♦ Demonstrate the ability to attach a label to a written piece of work or use a graph to show information 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ The student will: learn how to participate in researching a topic and gathering information ♦ Participation in developing questions (i.e. k-w-l chart) before gathering information ♦ Participate in recording information and share through discussion information gathered.
<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ Oral Expression Rubric ♦ Phonics Skills Checklist Classroom Assessment 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ MAP Task: “Be a Detective”
<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ Teacher modeling ♦ Literature ♦ Peer conversations ♦ Leveled texts ♦ Chart stories ♦ Word wall ♦ Samples ♦ Math units 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ Write Source ♦ Literature
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ ♦ 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Shared reading ♦ Shared writing ♦