Communication Arts Planned Course: Grade 2

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3 A Before reading identify the purposes and types of text.**
1.1.3 B Preview the text formats.

State Assessment Anchor: **R3.A.1 Understand fiction appropriate to grade level.**
R3.A.2 Understand nonfiction appropriate to grade level.

Course Content	Student Performance	Resources	Assessments
A. Identify the types of various texts (e.g., literary, informational). • Informational • Fiction • Poetry	• Discuss and identify various genre based on characteristics of a specific story (i.e., fiction, non-fiction, acrostic, poetry, etc.) • Identify types of non-fiction text by characteristics. • View video: "Nonfiction" which introduces skills and strategies for understanding and interpreting literary text • View video: "Reading Fiction" which introduces skills and strategies for understanding and interpreting literary text	• Scott Foresman Reading <u>New Beginnings</u> and <u>My Time to Shine</u>, Addison-Wesley Educational Publishers INC., 2000 • <u>PSSA Coach, Assessment Anchors, Reading, Grade 2</u>, Triumph Learning, LLC., 2007, L-10, pp. 56-57 • United Streaming "Discovering Language Arts: Nonfiction", Video Appendix #1 • United Streaming "Discovering Language Arts: Reading Fiction", Video Appendix #3	• Graphic organizers • Skills and Unit Tests • Student projects • Step books • Construct a Flip book for each type of text • Dioramas • Mobiles • Informational posters • Book covers • Running Records • Taped readings • Teacher observation • PSSA formatted item • Dress-up book reports • <u>SF Skills</u>, Unit 3 • Graphic organizers • Oral reports • Informational posters
B. Pre-Reading: 1. Preview text formats. • Title, • Author, • Chapters • Table of contents.	• Identify types of fiction text by identifiable characteristics • Model, guide, then independently locate text format	• <u>PSSA Coach, Assessment Anchors, Reading, Grade 2</u>, L-22, pp. 86-87 SF 2.1 pgs. 92-93 • SF 2.1 pp. 12j • SF 2.1 pp. 69 • SF 2.3 pp. 398-399	• ** Make a Picture Frame Book including all identifying information for a story or book. (<u>Foldables</u> p. 41)

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Course Content	Student Performance	Resources	Assessments
B. Pre-Reading: (con't) 　1. Preview text (con't)	Use headings to determine what the story or paragraph is about.	• SF 2.3 pp. 423 • SF 2.4 pp. 71 • SF 2.5 pp. 298-299 • PSSA Coach, Assessment Anchors, Reading, Grade 2, L-21, pp. 82-83 • Macmillan/McGraw Hill Social Studies Foldable. (McGraw Hill, Co. @ 2003) Page76.	
2. Implement Pre-Reading Strategies: 　　• Set Purpose for Reading 　　• Use Prior Knowledge 　　• Preview Selection and Predict	• Generate questions to activate prior knowledge and to set purpose. • Discuss author's purpose. • Use graphic organizers. • Finish incomplete probable passages • Share and relate experiences. • Formulate questions • Build background through oral discussion.	• SF 2.3 pgs. 82-83 • Graphic organizer transparencies and blackline masters • Technology: "Inspiration" software • Response logs • SF 2.1 pgs. 26-27 • PSSA Reading Coach, Primary, L14, pp. 66-69 • Grade level novels • SF Leveled and Phonics	• Oral discussions • Written responses • Graphic organizers: "Inspiration" • SF Skills, Benchmark, and Unit Tests • Complete K-W-L Chart • Predicting Leveled Practice and Test Link pp. 1-3 **Remediation:** • Vocabulary activities **Enrichment:** • Read other titles by the same author

	• Construct a picture walk.	Take-Home Readers	

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Course Content	Student Performance	Resources	Assessments

C. During reading use the knowledge of structural features of written language and use word analysis, picture and context clues to decode and understand words. 　1. Phonics 　　• Three consonant 　　　blends	• Arrange three consonant blend word beginnings with word families to create words and nonsense words • Construct a flip book for word blends	• PSSA Reading Coach, Primary, L5, pp. 26-29 • SF 2.1 TE p. 12k, 19c • SF 2.2 TE p. 65a, 67a • SF Practice Book 2.1 pp.33 • SF Phonics Workbook pp. 8 • SF Phonics Take-Home Readers	• SF Phonics Workbook p. 10 • Teacher observation and on-going assessment
• Hard/soft c and g	• Model using magnetic letters "c", "s" and "g", "j" in words to identify the correct sound • Independently use index cards to flip to the correct "c", "s" and "g", "j" in words To identify the correct sound for a given word	• SF 2.1 TE p. 39a • SF 2.2 TE p. 260k, 267c, 293b, 295b, 297c • SF 2.2 TE p. AR7 • SF Practice Book 2.1 pp. 9, 149, 173 • SF Practice Book 2.2 p. 27 • SF Phonics Workbook pp. 4, 46, 54, 138	• SF Phonics Workbook pp. 47 • SF Skills Test -Unit 3 • Make a "c" and "g" pictionary **Remediation:** • Use Phonics Take-Home Readers **Enrichment:** • Create a vocabulary game, including rules for the game, and teach it to the class

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Course Content	Student Performance	Resources	Assessments

C. During reading:
  1. Phonics (con't)
  • Consonant digraphs
 	
  • All vowel sounds
	• Arrange consonant digraph word beginnings/endings with various word families to create words and nonsense words – "Beginning Consonant Digraphs" & "Final Consonant Digraphs
	
	• Model and guide each vowel sound using word families Independently identify vowel sounds in given words
	• List rhyming words with the same vowel sound and create their own poetry
	• Picture Puzzles: Identify the picture with the short or long vowel sound
		• http://www.sadlier-oxford.com/phonics/student.cfm#grade1
		• PSSA Reading Coach, Primary, L5, pp. 26-29
		• SF 2.1 TE p. 160k, 165c, 183a, 185a, 187c, 203a
		• SF 2.2 TE p. 188k, 195c, 203a, 205a, 207c, 225a, 230k, 235c, 255a, 257a
		• SF 2.3 TE p. 356, 363c, 385a, 387a, 389c, 419a
		• SF Practice Book 2.2 p. 19, 26, 32
		• SF Phonics Workbook
		• Phonics Song and Rhymes
		
		• http://www.starfall.com/n/skills/vowels
		• Short Vowels: SF 2.1 TE 12k, 44k, 70k, 98k, 132k, SF 2.2 TE160k, 260k
		• Long Vowels: SF 2.2 TE 203a, 188k,, 195c, 203a, 205a, 207c, 225a, 230k, 235c, 255a, 257a, 259c, 293a,
			• SF Phonics Workbook p. 20
			• SF Skills Test – Unit 1
			• Teacher observation and on-going assessment
			
			Remediation:
			• Use SF Phonics Take-Home Readers
			
			Enrichment:
			• Create a vocabulary game, including rules for the game, and teach it to the class
			
			• SF Phonics Workbook p. 14
			• Construct a Layered Book, one layer per short vowel, illustrate and label short vowel words (Foldables p. 24)
			• Teacher observation and on-going assessment

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Course Content	Student Performance	Resources	Assessments
C. During reading: 1. Phonics (con't) • All vowel sounds (con't)	• Decode new words in passages	• PSSA Reading Coach, Primary, L4, pp. 22-25 • PSSA Coach, Assessment Anchors, Reading, Grade 2, L-1, pp. 32-33 • SF Phonics Workbook • SF Phonics Song and Rhymes	• SF Skills Test – Unit 1 • Teacher observation and on-going assessment
• Initial, final and medial phonemes	• Decode words using phonemes • Practice putting phonemes together to create words • Construct flip charts • Construct phoneme wheels	• http://www.starfall.com/n/level-a/learn-to-read/load.htm?f • SF Phonics Workbook • http://www.bbc.co.uk/schools/wordsandpictures/clusters/blender/gamefs.shtml	• SF Phonics Workbook pp. 15, 40,
• Substitute phonemes and blend sounds	• Practice changing phonemes to create new word • View Video:" Phonics in Context" to use word clues, phonetic and syllabic clues	• http://www.bbc.co.uk/schools/wordsandpictures/phonics/sandcastle/index.shtml • SF Phonics Workbook • PSSA Coach, Assessment Anchors, Reading, Grade 2, L-2, pp. 34-35 • SF Phonics Take-Home Readers • United Streaming "Phonics in Context" Video App # 17	• Teacher observation and on-going assessment

	to become better reader		

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R3.A.2 Understand nonfiction appropriate to grade level.

Course Content	Student Performance	Resources	Assessments
C. During reading: 　2. Word Analysis 　　• Compound words	• Put word cards together to create compound words • Separate compound words to identify words • Create a pictionary to show different meanings	• http://www.kidport.com/grade2/languagearts/compounds.htm • SF Phonics Workbook p. 43 • SF 2.2 TE 230l, 235c, 255, 257c, 259c, 295c • PSSA Reading Coach, Primary, L9, pp. 42-45	• Teacher observation and on-going assessment • SF Phonics Workbook p. 50 • SF Skills Test – Unit 2 • Construct Shutter Fold Books (Foldables p. 20)
• Contractions	• Contraction Concentration game – match the contraction to the two words • Identify the correct contraction to compete a sentence • Complete activities identifying and using contractions	• http://www.sadlier-oxford.com/phonics/flyby/flyby1.htm • PSSA Reading Coach, Primary, Lesson 10, Contractions and Possessives pp 46-49. • PSSA Reading Coach, Primary, L10, pp. 46-49 • http://www.manatee.k12.fl.us/sites/elementary/palmasola/klcontractions.htm • SF Phonics Workbook pp. 64 • SF 2.3 TE 356l, 363c, 385a	• Teacher observation and on-going assessment • SF Phonics Workbook p. 70 • SF Skills Test – Unit 3

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Course Content	Student Performance	Resources	Assessments

C. During reading:
  2. Word Analysis (con't)
   • Plurals
	• Plurals Concentration games – match singular to plural words
	• Differentiate between singular and plural usage of words in sentences using context clues
	• Match sentences containing plurals found in pictures.
		• http://www.funbrain.com/plurals/index.html
		• SF Phonics Workbook pp. 38, 45, 108, 133, 140
		• SF Practice Book pp. 118, 124
		• SF 2.2 TE p. 208l, 215c, 225b, 227a, 229c
			• Teacher observation and on-going assessment
			• SF Phonics Workbook p. 115
			• SF Skills Test – Units 2, 5, 6

• Possessives	• Circle the correct possessive indicated in the picture. • Give a possessive, students illustrate and label • Play possessive game: Determine which sent uses apostrophes correctly	• SF 2.2 pp. 260k, 260l, 267c • SF 2-1 Practice Book pp. 150, 153, 179 • SF Phonics Workbook pp. 48, 55 • PSSA Reading Coach, Primary, Lesson 10, Contractions and Possessives pp 46-49. • http://firstschoolyears.com/literacy/world/punctuation/apostrophes/interactive/possapos.swf	• Teacher observation and on-going assessment • SF 2-1 Practice Book p. 158 • SF Skills Test – Unit 3
3. Syllabication • Decode two and three syllable words.	• Determine the syllables in given words • Clap the parts of listed words.	• http://www.bbc.co.uk/skillswise/words/spellijng/soungandspell/syllables/game.shtml • SF 2-5 TE p. AR1	• SF Skills Test – Unit 5

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Unit: **Learning to Read Independently**

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State Assessment Anchor: **R3.A.1 Understand fiction appropriate to grade level**.
R3.A.2 Understand nonfiction appropriate to grade level.

Course Content	Student Performance	Resources	Assessments
C. During reading: 3. Syllabication (con't) • Decode two and three syllable words.		• SF Phonics Workbook pp. 103, 110 • SF 2.5 TE 182l, 187c, 205a • PSSA Coach, Assessment Anchors, Reading, Grade 2, L-1, pp. 32-33	• Teacher observation and on-going assessment
• Prefixes –Re, Un, Dis, Mis	• Circle the prefix of given words • Match the prefix word to it's correct definition • Identify words with prefixes in stories write correct base words and prefix	• SF 2-5 TE p. 290l, 295c, 313 • SF 2-2 Practice Book pp. 150, 156 • SF Phonics Workbook pp. 123, 130	• PSSA Coach, Assessment Anchors, Reading, Grade 2, L-4, pp. 38-39
• Suffixes –Ful, Less, Ly	• Chose a word list on index cards the new words they make by adding endings • Match words to definitions - "Suffixes" • Identify words with endings in stories write correct base words and endings	• SF 2-5 TE p. 285a • SF Phonics Workbook pp. 78, 83, 85, • http://www.sadlier-oxford.com/phonics/student.cfm#grade1	• Match the suffix to the baseword

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Course Content	Student Performance	Resources	Assessments

C. During reading:
  3. Syllabication (con't)
    • Er/Or
	• Pantomime "er" words	• SF 2.4 TE p. AR4
		• <u>SF Phonics Workbook</u> pp. 88, 95
			• <u>SF Skills, Benchmark, and Unit Tests</u>
			
			• Teacher observation and on-going assessment

• Affix meanings	• Define prefixes and suffixes • Correctly place appropriate prefix or suffix for illustration or written content	• "Affix Match" appendix p.172	

4. Picture and context clues
    • Determine unfamiliar words
    • Develop word/phrase meaning
	• Use picture clues to determine and understand an unfamiliar word.
	• Use context clues to develop the meaning of words, phrases, and word references.
	• Model utilizing context clues to develop meaning by reading aloud text and lead
		• SF 2.3 TE 331e, 338-339,
		• SF 2.4 TE 17, 39, AR3
		• SF 2.6 TE 365e,f, 368-369
		• <u>PSSA Reading Coach, Primary</u>, Lesson 8, Using Context Clues pp 38-41.
		• Leveled Readers
		• Grade level novels
		• Listening center
		• Recorded stories
		• Teacher Resource Book
			• Evaluate : "Inspiration"
			• <u>Leveled Practice and Test Link</u>, "People, People, Everywhere pp. 34-36

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         R3.A.2 Understand nonfiction appropriate to grade level.

Course Content	Student Performance	Resources	Assessments
D. Implement self monitoring strategies: • Make predictions	• Build background through oral discussion. • Construct a picture walk. • Finish incomplete probable passages. • Generate questions • Complete K-W-L Chart	• SF 2.1 TE 19e, 19f, 26-27, 43a, 43b • Leveled Readers • Grade level novels • Listening center • Recorded stories	• SF Skills Test – Unit 1 **Remediation:** • Record oral readings **Enrichment:** • Write and /or word process an extension, another ending, or part two of a reading selection
• Revise predictions	• Use ordering words (then, now, next) to monitor comprehension. • Use titles, headings, and topic sentences to confirm predictions.		
• Use graphics to aid in comprehension	• Use illustrations and photographs to monitor comprehension	• SF 2.2 TE 235e, 235f, 242-243, 259a, 239b	• Leveled Practice and Test Link, "Snakes" pp. 25-27 • SF Skills Test – Unit 2
• Reread	• Participate in guided reading. • Partner reader • Read independently. • Participate in oral reading • Listen and follow along to story audio tape		

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Course Content	Student Performance	Resources	Assessments
E. Acquire a reading vocabulary 　1. Identify: 　　• High frequency words	• Complete graphic organizers for grouping, studying and retaining. • Create word webs to show word family relationships. • Classify words	• Dolch Word List • High frequency word list • Leveled Readers • Grade level novels • Learning work stations • Technology: "PowerPoint", and "Inspiration" software	• Dolch Word checklists • SF Skills, Benchmark, and Unit Tests • Teacher made quizzes • Oral reading • Running Records • Anecdotal Records • Teacher observation and on-going assessment **Remediation:** Use vocabulary cards on word rings to provide the opportunity to individualize practice
• Synonyms	• Given a list of words, students find a synonym in the given text • Play synonym concentration • Construct and complete synonym puzzles	• SF 2.4 TE 77a, 101c, 143a, 171c • SF 2.5 TE 295a, 313c • http://www.cogcon.com/gamegoo/games/squanky2/squanky2.html • PSSA Coach, Assessment Anchors, Reading, Grade 2, L-8, pp. 50-51	• SF Skills, Benchmark, and Unit Tests • Teacher made quizzes • Completed clozes • Anecdotal Records • Teacher observation and on-going assessment

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Course Content	Student Performance	Resources	Assessments
E. Acquire a reading vocabulary (con't) • Antonyms	• Given a list of words, students find a antonym the given text • Play antonym concentration • Construct and complete antonym puzzles • Brainstorm words that may be from other languages.	• http://www.cogcon.com/gamegoo/games/squanky/squanky.html • http://www.quia.com/custom/2210main.html • PSSA Coach, Assessment Anchors, Reading, Grade 2, L-8, pp. 50-51 • PSSA Reading Coach, Primary, Lesson 11, pp 50-53.	• SF Skills Test – Unit 2 • Complete clozes
• Words by categories (rimes)			• Teacher observation and on-going assessment
2. Use dictionary • Alphabetize a list of words using the first, second, and third letters.	• Make alphabet books. • Write word cards in ABC order (Spelling and Vocabulary Words). • Locate names in the phone book. List page numbers, guide word/letters, and phone number • http://readwritethink.org/lessons/lesson_view.asp?id=851 • Plan to use alphabet organizer	• PSSA Reading Coach, Primary, Lesson 12, pp 54-57. • SF 2.1 TE 75a, 75b • PSSA Reading Coach, Primary, Lesson 25, pp 120-123. • Old telephone books • Primary Dictionary • http://www.readwritethink.org/materials/alphabet/	• SF Skills Test – Unit 5 **Enrichment:** Create a picture dictionary

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Course Content	Student Performance	Resources	Assessments

E. Acquire a reading Vocabulary (con't)
 	
• Determine word meaning using a beginning dictionary or glossary.
 	
• Use a personal dictionary and/or word wall.
 	
• Recognize familiar chunks within words.
 	
• Use known chunks to get to unknown words:
  • Rhymes and onsets.
  • Word parts.
  • Synonyms.
  • Antonyms.
  • Homonyms/
  • Homophones.
	• Brainstorm words that may be from other languages.
	• Dictionary Relay – Divide class into teams. Each team gets one dictionary. Use spelling words or story vocabulary words. Teams race to see which can find the word first.
	• Make alphabet books.
	
	• Vocabulary flip chart activities:
	  • Write the word.
	  • Write the meaning.
	  • Write the guidewords.
	  • Illustrate the words.
		• <u>Alphabet Books</u> by Jerry Pallotta – Appendix
		
		• Primary Dictionary
		• <u>PSSA Reading Coach, Primary</u>, Lesson 26, pp 124-127.
		• SF 2.2 TE p. 229, SF 2.3 p. 355, 389
		
		• Word Lists SF TE pp. AR40-AR51
			• <u>PSSA Coach, Assessment Anchors, Reading, Grade 2</u>, L-9, pp. 52-53
			
			Remediation:
			• Make word wheels using word chunks
			
			Enrichment:
			• Make up new words, using what they know about word meanings and word structure

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Course Content	Student Performance	Resources	Assessments
F. Utilize vocabulary specific to content area curriculums	• Complete graphic organizers for grouping, studying and retaining new and specific content related vocabulary • Create word webs to show content or concept relationships • Classify words. • Learn to read high frequency words.	• Vocabulary Lists from specific content topics • "Kidspiration" Software	• Make a concept web. Link topic and related vocabulary terms **Remediation:** • Use vocabulary cards on word rings to provide the opportunity to individualize practice **Enrichment:** • Create a picture dictionary

G. Comprehend and interpret both fiction and nonfiction text:
  • Utilize genres
 	
  o Fantasy
	• Select and read a variety of genres.
	• Participate in journal writing.
	• Complete graphic organizers.
	• Record characteristics particular to a specific genre.
		• <u>SF Leveled Readers</u> relating to a variety of genre
		• Journal
		• <u>SF Practice Books</u> 2.1 and 2.2
		
		• <u>PSSA Coach, Assessment Anchors, Reading, Grade 2</u>, L-11, pp. 58-59
		• <u>PSSA Reading Coach, Primary</u>, Lesson 19, pp 91-94
		• SF-Unit 1-2 "Poppleton and the Grapefruit" 20-23;
		• SF-Unit 4-2 "Bruno the Baker" pp.78-101
			• Teacher observation and on-going assessment
			• Anecdotal Records
			• SF Skills Test – Units 1-6
			
			Remediation:
			• Experiment with the various genre at an established center.
			
			• Complete Real vs Fantasy graphic organizer

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Course Content	Student Performance	Resources	Assessments
G. Comprehend and interpret both fiction and nonfiction text: (Con't) • Utilize genres o Humorous Fiction o Mystery o Expository Articles	• Record characteristics particular to a specific genre. • Construct a booklet illustrating the parts or key concepts of a given genre. • Writing a final scene or a new ending. • View video: <u>Discovering Language Arts: Reading Fiction</u> (25 min.) • Recognize familiar genres to determine themes, establish background, introduction to basic skills and strategies for understanding and interpreting literary texts. • Complete Mystery Cube: prompts ask students to describe the setting, clues, crime or mystery, victim, detective, and solution.	• <u>SF Leveled Readers</u> relating to a variety of genre • Journal • <u>SF Practice Books</u> 2.1 and 2.2 • Video: "Discovering Language Arts: Reading Fiction" (25 min.) • http://readwritethink.org/materials/mystery_cube/ • SF Unit 2-1 "Daddy Could I Have an Elephant" pp 20-39 • SF Unit 2.3 "A Good Laugh for a Cookie" pp. 424-429 • SF Unit 2-3 "Young Cam Jansen" pp. 396-418 • SF Unit 2.2 "Seeing" pp. 196-203 • SF Unit 2.2 "Snakes" pp.	**Enrichment:** • Use technology to present multi- media self-initiated plays and stories. • Identify examples of humor in text and explain • Write a mystery. Make sure it has a beginning, middle and end • Complete KWL chart • Create a chart that lists the snakes from smallest to largest using information found in the text

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R3.A.2 Understand nonfiction appropriate to grade level.

Course Content	Student Performance	Resources	Assessments
G. Comprehend and interpret both fiction and nonfiction text. (Con't) • Summarize stories o Setting o Characters	• Complete story summary. • Retell stories • Illustrate, and role-play. • Participate in read aloud. • Participate in choral reading. • Engage in partner reading. • Listen to taped readings. • Complete running records • Complete prompts to describe the setting, clues, crime or mystery, victim, detective, and solution . • Listen to short passages and pick pictures that would best describe their settings • View video "Setting /Style/Theme" • View video "Character / Plot"	• Leveled Readers • Grade level novels • Graphic organizers • Journals • Practice books • Taped readings • http://readwritethink.org/materials/mystery_cube/ • SF Unit 1-4 Three Little Bikers pp. • http://www.studyzone.org/testprep/ela4/i/settingp.cfm • United Streaming "Part 2: Setting/ Style/ Theme", Video Appendix #8 • United Streaming "Part 1: Character / Plot", Video Appendix #7	• SF Skills Tests: Setting – Unit 1, Characters – Unit 1, Sequencing of Events – Unit 2, • Leveled Practice and Test Link, "Play Ball" pp. 31-33 • Complete book cover with illustration indicating setting • Leveled Practice and Test Link, "Young Cam Jansen and the Dinosaur Game pp. 40-42 • Leveled Practice and Test Link, Going to Town pp. 64-66 • Dress up Book reports

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R3.A.2 Understand nonfiction appropriate to grade level.

Course Content	Student Performance	Resources	Assessments
G. Comprehend and interpret both fiction and nonfiction text. (Con't) • Summarize stories o Characters	• Find the character in stories • Identify main characters and list characteristics specific	• http://www.studyzone.org/testprep/ela4/i/impatica/findthecharacter.html • Graphic organizer • SF-Unit 1-2 Poppleton and the Grapefruit 20-23 • SF Unit 3-4 Young Cam Jansen and the Dinosaur Game pp. • SF Unit 5-2 Going to Town pp. 216-235	• Write a complete story summary using the Inspiration software.

o Event sequence	• Illustrate and summarize stories in accordion books a
	• Complete story sequencing graphic organizers
	• Order story sentence strips
	• Complete "Put Things in Order" task to organize science topic Forces in Motion.
		• Foldables p. 31
		
		• Foldables p. 17
		• SF Science Level Reader:
		Below
		  • Forces and Motion
		Advanced
		  • Magnet Fun
			Remediation:
			• Create a mural of the selection
			
			Enrichment:
			• Create a "Power point" presentation summary of a selection

o Problems and Solutions	• Construct two tab books, identifying problem on front		

	and solution on back		

Communication Arts Planned Course: Grade 2

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3 A Before reading identify the purposes and types of text.**
1.1.3 B Preview the text formats.

State Assessment Anchor: **R3.A.1 Understand fiction appropriate to grade level**.
R3.A.2 Understand nonfiction appropriate to grade level.

Course Content	Student Performance	Resources	Assessments
G. Comprehend and interpret both fiction and nonfiction text. (Con't) • Make cross curricular connections • Clarify understanding by constructing text-based responses • Support answers and conclusions by citing key words from the text as evidence	• Select books based on themes and/or interests. • Research animals and their habitats • Make and use graphic organizers and graphs to display information about animals. • Identify main ideas and supporting details. • Draw conclusions based on story text. • Write story summaries. • Write reports. • Create dioramas. • Use text organization and content to construct meaning using established criteria.	• "Tools", SF Unit 2-1 pp. 76-91 (Social Studies) • "Snakes", SF Unit 2-2 pp. 236-255 (Science) • "Duck", SF Unit 2-2 pp.174-177 (Science) • "Seeing", SF Unit 2-2 pp. 196-203 (Science) • "Spiders Up Close", Unit 2-2 pp. 260-267 (Science) • "People, People, Everywhere!", Unit 3-1 pp.332-350 (Social Studies) • "Hear the Cheers", Unit 4-1 pp. 12-17 (Social Studies, Physical Education • "Riding the Ferry", SF Unit 5-3 pp. 246-256 (Social Studies) • "Down in the Sea: The Jellyfish", SF Unit 5-4 pp. 268-285 (Science) • "Whicker School Takes Action", SF Unit 6-5 pp. 446-451	• Foldables activities • Scott Foresman Selection tests - Comprehension

Communication Arts Planned Course: Grade 2

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.3 A Before reading identify the purposes and types of text.**
1.1.3 B Preview the text formats.

State Assessment Anchor: **R3.A.1 Understand fiction appropriate to grade level**.
R3.A.2 Understand nonfiction appropriate to grade level.

Course Content	Student Performance	Resources	Assessments
H. Demonstrate fluency and comprehension in reading. • Read familiar materials aloud with accuracy, phrasing, and expression.	• Read silently • Read aloud • Participate in partner reading • Participate in choral reading • Participate in Book Buddies	• Anthology • Leveled Readers • Novels • Library Books • Trade Books	• Teacher observation • Taped readings • DIBELS
• Self-correct mistakes.	• Self correct when reading aloud		• Teacher observation
• Use appropriate rhythm, flow, and pronunciation.	• Read with appropriate rhythm, flow, and pronunciation	• Model reading fluent: SF 2.1 p. 39a, SF 2.2 165a, 295, SF 2.3 311f, 429f, SF 2.4 39, 77f, SF 2.6 385a	• Teacher observation
• Read a variety of genres and types of text.	• Keep a reading log that documents a variety of genre read	• Reading Log	• Reading Log
• Demonstrate comprehension (Standard 1.1.3.G) (Recommend: 25 books/year)	• Correctly answer comprehension question related to text	• Skills tests, Practice Book pages	• Skills tests, selection questions, teacher made tests, Practice Books

Communication Arts Planned Course: Grade 2

Unit: **Reading Critically in all Content Area.**

State Curriculum Standard: **1.2.3. A Read and understand essential content of informational texts and documents in all academic areas.**

State Assessment Anchor: **R3.A.1 Understand nonfiction appropriate to grade level.**
R3.B.3 Identify and interpret concepts and organization of nonfictional text.

Course Content	Student Performance	Resources	Assessments
A. Read and understand essential content of informational texts and documents in all academic areas. • Read books based on interest or theme	• Select books based on themes and/or interests • K-W-L; research reports	• SF 2-All Units; Leveled Readers to go with each Unit • Trade books and novels	• Presentations • Projects • Retell, summary
• Identify facts within text	• Make and use graphic organizers and graphs	• SF 2-All Units; Leveled Readers to go with each Unit • Trade books and novels	• Research Reports • Completed K-W-L • Completed Graphic organizers; graphs
• Distinguish between essential and nonessential information • Contribute to a whole group discussion of a read or heard text • Respond appropriately to text that is read for information	• Identify sentences that are extra information; not on topic • Create a class Language Experience retell • Literary circle discussion • Retell • Write reports • Create dioramas • Graphic organizers	• Craft Lessons • Teacher made paragraphs • Chart paper • Appendix Literature Circle • Story Maps and Summaries • Report prompts • Shoe boxes, art supplies • SF 2; Teacher Resources	• Paragraphs with the extra information crossed out • Story Map, retell, summary • Completed Lit. Circle quest. • Story Map, summaries • Report w/scoring rubric • Diorama scoring rubric • Completed oranizers

	• Cloze	• Teacher made clozes	• Completed Clozes

Communication Arts Planned Course: Grade 2

Unit: **Reading Critically in all Content Area.**

State Curriculum Standard: **1.2.3.A Read and understand essential content of informational texts and documents in all academic areas.**
State Assessment Anchor: **R3.A.2 Understand nonfiction appropriate to grade level**.

R.3.B.3 Identify and interpret concepts and organization of nonfictional text.

Course Content	Student Performance	Resources	Assessments
A. Read and understand essential content of informational texts and documents in all academic areas. (con't)			
• Identify main topic and supporting details	• Main Idea and supporting detail graphic organizer	• Informational, nonfiction text	• Completed organizer
• Draw conclusions	• Identify hidden message	• Inference Worksheet (Appendix) http://www.studyzone.org/testprep/ela4/e/drawconclusionsp.cfm	• Completed Worksheet • Score on internet quiz
• Use text organization and content to construct meaning	• Comprehension questions to go with story, sequencing events	• SF-2, Practice Book Comprehension Quizzes, Teacher made sequencing Cut and paste in order or Number sentences in the correct order	• Completed Comprehension quizzes, Completed sequencing
B. Utilize and evaluate the quality of a variety of media forms • Printed material • Electronic media for research.	• Trade books, encyclopedia • View a variety of audio/ video/dvd materials related to a topic. • United Streaming clips • Search topics via internet search engines for students: NetTrekker, Yahooligans, Ask Jeeves for Kids, on line	• Library books • Completed report, Nonfiction organizer	• Completed research report, organizer

	children's encyclopedias		

Communication Arts Planned Course: Grade 2

Unit: **Reading Critically in all Content Area**

State Curriculum Standard: **1.2.3. A Read and understand essential content of informational texts and documents in all academic areas.**

State Assessment Anchor: **R3.A.2 Understand nonfiction appropriate to grade level.**

Course Content	Student Performance	Resources	Assessments
C. Read and explain work in at least one literary genre that follows the conventions of the genre.			
• Fantasy	• Identify the parts of a story that make story Fantasy • View video "Fairy Tales" to spark interest in the origins and magic of fairy tales.	• Trade books • United Streaming "Fairy Tales", Video Appendix #4	• Illustration and correlating sentence identifying fantasy parts • Completed Fable elements sheet
• Fable	• Identify Fable elements: usually talking animal characters, short story, there is a moral.	• SF - <u>Tortoise and the Hare</u> (Unit 4 Launch Big Book) <u>Anasi and the Talking Melon,</u> <u>The Great Ball Game, Aesops Fables</u>	
• Folktale	• View "Folktales Then and Now" to show how tales evolve with the time and change of place • View "The Magical World of Folktales" show that wishes and dreams are universal to people in all times and places	• United Streaming "Folktales Then and Now", Video Appendix #9 • United Streaming "The Magical World of Folktales", Video Appendix #6	
• Humorous fiction	• Identify humorous section and relate/write a similar life experience.	• SF - "Poppleton and the Grapefruit," "Bruno the Baker" Journal /writing paper	• Writing of personal humorous experience/rubric

Communication Arts Planned Course: Grade 2

Unit: **Reading Critically in all Content Area**

State Curriculum Standard: **1.2.3. A Read and understand essential content of informational texts and documents in all academic areas.**

State Assessment Anchor: **R3.A.2 Understand nonfiction appropriate to grade level.**

Course Content	Student Performance	Resources	Assessments
• Realistic fiction	• Determine that everything in this story could happen. Relate it to life experiences. • View "Books About Real Things" to compare real vs make believe	• SF - "Missing: One Stuffed Rabbit", "Going to Town", Journal/writing paper • United Streaming "Books About Real Things", Video Appendix #5	• Story response/rubric
• Informational	• Use a graphic organizer to list facts or give main idea and supporting detail	• SF - "Duck", "Snakes", "Riding with Captain Cruz", "Jellyfish", Trade books • SF – "People, People Everywhere", Trade books (Dr. Seuss books), Word family worksheets	• Completed Main idea/ support detail paper
• Poetry	• Rhyming verses in stories, pick out rhyming words, create a sequel using rhyming words • View "Sounds of Poetry" to entice children to write verse about everyday life.	• Teacher made acrostic poem format paper • United Streaming "Sounds of Poetry", Video Appendix #11 • Read-Aloud Anthology – Social Studies • Read Alouds and Primary Sources - Social Studies	• Rhyming word matching, completed word family worksheets

Communication Arts Planned Course: Grade 2

Unit: **Reading Critically in all Content Area**

State Curriculum Standard: **1.2.3. A Read and understand essential content of informational texts and documents in all academic areas.**

State Assessment Anchor: **R3.A.2 Understand nonfiction appropriate to grade level.**

Course Content	Student Performance	Resources	Assessments
C. Read and explain work in at least one literary genre that follows the conventions of the genre. • Poetry (con't)	• Create Acrostic poems for seasons, own name, character names to tell about a character, for famous people, for science/social studies units to culminate facts.	• Teacher made acrostic poem with person's name • "Let's Play Together", SF TE 2.1 p. 39 • "I like to Ride My Bike", SF 2.1 TE p. 127 • "Baby Chicks", SF 2.2 TE p. 183 • "Mice", SF 2.2 TE p. 225 • "City Music", SF 2.3 TE p. 351 • "Rosie", SF 2.4 TE p. 171 • "Seeing a New Sister", SF 2.4 TE p. 67 • Strange Footprints", SF 2.5 TE p. 313	• Completed poem/rubric
• Biography	• Create a Biographical Acrostic Poem • Read and summarize biographies • Write a biography • View video: "An Introduction to Biography"	• SF 2.5 pp. 246-256 • Biography trade books • <u>Read Aloud Anthology</u> – Social Studies • "Biography Book Report" Appendix • "Literature for Children: An Introduction to Biography", United Streaming Video:	• Biography Book Report Rubric - Appendix

Appendix #2

Communication Arts Planned Course: Grade 2

Unit: **Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.3 D Identifying text structures**
1.3.3 E Identify the structures in drama

State Assessment Anchor: **R3.B.1.1 Identify, interpret, compare, and or describe components of fiction and literary non-fiction**

Course Content	Student Performance	Resources	Assessments
A. Read a discuss a variety of literature • Identify similarities • Identify differences	• Compare/contrast literature using a venn diagram	• Venn diagram	• Completed graphic organizer
B. Identify literary elements • Characters • Actions • Feelings • Traits • Relationships	• Use graphic organizers to map literary elements • Complete literary elements maps • Construct "Mobile Book Report" • View video "Literature for Children: Part 1, Character /Plot	• http://www.readwritethink.org/student_mat/student_material.asp?id=11 • Click on "Student Materials" then "Literary Elements Map" • "Mobile Book Report": in Appendix • United Streaming: "Literature for Children: Part 1, Character/Plot", Video Appendix #7	• Completed graphic organizers • Mobile Book Report rubric
• Settings • When • Where	• View Video "Literature for Children: Part 2, Setting /Style/ and Theme" to define and sample each	• United Streaming; "Literature for Children: Part 2, Setting/Style/Theme", Video Appendix #8	
• Plot • Action • Conflict • Problem	• Complete "Scrapbook Book Report"	• "Scrapbook Book Report" in Appendix	• "Scrapbook Book Report" rubric

Communication Arts Planned Course: Grade 2

Unit: **Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.3 D Identifying text structures**
1.3.3 E Identify the structures in drama

State Assessment Anchor: **R3.B.1.1 Identify, interpret, compare, and or describe components of fiction and literary non-fiction**
R3.B.2.1 Identify and interpret figurative language

Course Content	Student Performance	Resources	Assessments

C. Identify literary devices
 • Rhyme
 • Rhythm
	• Play games to develop skills on using rhymes and poetry and use the printable to match the objects with rhyming names
	 • Find examples of rhyme in reading
	 • Clap to rhythm in stories
	 • Recognize that rhythm enhances reading enjoyment
		• http://www.bbc.co.uk/schools/magickey/adventures/creamcake.shtml
		 • http://peotryteachers.com
		    o Click on "Poetry Class"
		    o Click on fun "Ways to
		    o Use various poetry forms to help create their own poetry
			• Teacher observation
			 • Write a poem with 2 sets of rhyming words
			 • Read poetry

D. Identify text structures • Pattern books • Predictable books • Poetry	• Read aloud predicable stories that invite children to make predictions or guesses about words, phrases, sentences, events and characters that could come next in the story.	• Read-Aloud Anthology • Read Alouds & Primary Source • Provides lists of titles for each type of predictable story. • http://www.earlyliterature.ecsd.net/predictable_books.htm	• Teacher Observation • Foldables Activities • Make Your Own Adventures
E. Identify the structures in drama • Dialogue • Story Enactment	• View video " Literature for Children: Descriptive Words and Figures of Speech" which uses descriptive words to inspire comparisons and descriptions.	• United Streaming; "Literature for Children: Descriptive Words and Figures of Speech", Video Appendix #10 • Reader's Theater activities	• Teacher Observation

Communication Arts Planned Course: Grade 2

Unit: **1.4 Types of Writing**

State Curriculum Standard: **1.4.3.A Write narrative pieces (e.g., stories, poems, plays).**

Course Content	Student Performance	Resources	Assessments
A. Write narrative pieces (e.g., stories, poems). • Include detailed descriptions of people, places and things	• Write a story, sequel, new plot, summary, or poem. Students circle nouns and add adjectives to give more description.	• Writing process steps (brainstorm/prewrite, rough draft, edit/peer edit/ teacher edit, final copy) During editing, adjectives are added.	• Writing process papers/ Rubric
. • Use relevant illustrations	• Illustrate events in writing pieces created.	• Art supplies; various media	• Completed illustrations
• Include literary elements	• Identify story elements of own story; peer identify story elements.	• Story map organizer	• Completed story map
B. Write/illustrate informational pieces: • Letter	• Write a friendly letter in correct format to a "Mail-buddy", a character in a story, friend or family member	• Poster showing correct Friendly Letter Format, Letter writing paper • http://readwritethink.org/materials/letter_generator/	• Completed letter/rubric
• Instructions/directions.	• Write a: recipe, "how to" report (i.e. play a game, do a craft, etc.), directions around the school using sequence words (First, next, then, finally, etc.)	• Formatted paper for the various parts of the writing piece.	• Completed writing/rubric

Communication Arts Planned Course: Grade 2

Unit: **1.4 Types of Writing**

State Curriculum Standard: **1.4.3.A Write narrative pieces (e.g., stories, poems, plays).**

Course Content	Student Performance	Resources	Assessments
• Descriptions	• Write a classified ad, television commercial, cereal box, or tee-shirt	• SF-2 "Wanted: Best Friend" classified ad for new friend, art supplies in various medias	• Completed project/rubric
C. Write an opinion supported with facts.	• Write an evaluation for a product to agree or disagree with advertising claims • Do a cereal taste test (product) evaluation of cereal box	• Evaluation checklist	• Completed evaluation

Communication Arts Planned Course: Grade 2

Unit: **Quality of Writing**

State Curriculum Standard: **1.5.3   Write with a sharp, distinct focus identifying topic, task and audience.**

Course Content	Student Performance	Resources	Assessments
A. Communicate ideas through writing and/or illustrations: • Clear focus. • Definite purpose. • Sense of audience.	• Write "how to", research reports, directions, recipes • Write/create an advertisement, cereal box, tee-shirt, book jacket, commercial, recipes. • Write/create a cartoon strip, commercial, advertisement	• Template/formatted paper • Cover a cereal box with White construction paper, white tee-shirts, brown paper bag book jacket. • Paper and speech bubble patterns, video tape/camera	• Writing Scoring Rubric • Cereal Box Scoring Rubric • Filmstrip Report Scoring Rubric in Appendix
B. Develop content in writing • Relevant details • Accurate facts and data	• Given a main idea, write supporting details. • Write a main idea and supporting details . • Write a non-fiction report.	• Resource pages • Resource pages • Paper	• Corrected Worksheet • Corrected Worksheet • Writing Rubric

C. Write with controlled and/or subtle organization:
• Sustain a logical order using transition words:
   o   Time sequence
 	
   o   Category
	• Putting story sequencing events in correct order.
	• Write an autobiography.
	
	• Write a biography.
	
	• Write a "how to" story: play a game, make a craft, etc.
		• Sentence strips in random order.
		• Teacher prompted draft Paper for life events
		• Teacher prompted draft paper with sections: birth, childhood, young adult, adult hood, death sections.
		• Given order words (First, Next, Then, Finally)
			• Completed sequencing paper
			• Writing Rubric
			
			• Writing Rubric
			
			• Writing Rubric

Communication Arts Planned Course: Grade 2

Unit: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3   Write with a sharp, distinct focus identifying topic, task and audience.**

Course Content	Student Performance	Resources	Assessments
o Problem/solution D. Include a recognizable beginning, middle, and end • .Experiment with the use of various styles to create consistent writer's voice. • Use descriptive words and action verbs. • Vary word choice to make writing interesting and personal. • Varied sentences • Audience awareness	• Given a problem; students create different solutions • Use a story map as a pre writing activity • During edit stage of the writing process, teacher circles nouns/verbs and has students add adjectives/ adverbs before them to give more description • During edit stage of the writing process, teacher circles words for student to use a thesaurus to find varied word choices. • Write telling, asking, command, and exclamatory sentences. • Determine correct ending punctuation to given sentences. • Create the same story for a preschooler, peer, then adult.	• Teacher made story problems • Appendix • Student created stories • Student created stories, thesaurus • Student created stories • Teacher made sentences, index cards with punctuation marks on them • Paper	• Completed idea paper • Completed story map • Revised stories • Revised stories • Published stories • Teacher visual check of punctuation marks students hold up. • Completed stories' rubrics

Communication Arts Planned Course: Grade 2

Unit: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3 Write with a sharp, distinct focus identifying topic, task and audience.**

Course Content	Student Performance	Resources	Assessments
E. Revise writing to improve			
• Organization	• Given stories out of order or with non essential topic, students organize it more efficiently.	• Teacher stories written out Of order with non topic related sentences	• Corrected story, rubric.
• Detail	• During edit/revision step, students will add more description.	• Student stories marked with places that more detail should be added.	• Corrected stories, rubric
• Word choice	• During edit/revision step, teacher circles words that can be varied using a thesaurus.	• Student to stories, thesaurus	• Improved stories, rubric
• Order	• Given a story out of order, students sequence correctly by numbering sentences or by cutting and pasting sentences in correct order. • During revision step, students put like sentences together in their stories.	• Teacher created sentences/story in random order • Student stories	• Completed story /sentences in correct order • Corrected story with sentences grouped with like sentences
F. Edit Writing: • Correctly spell high frequency words.	• During edit/revision step, incorrect words are circled and students use a dictionary to correct spelling. • Correct incorrect high frequency words purposely spelled incorrectly in DOL	• Student stories, dictionary • Dolch list, student word card rings	• Corrected stories • Corrections in DOL sentences, Dolch oral automaticity check • Completed worksheet

Communication Arts Planned Course: Grade 2

Unit: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3 F Edit writing using the conventions of language including spelling, capital letters, punctuation (period, exclamation point, question mark, commas in a series), grammar (nouns, pronouns, verbs, adjectives, adverbs, conjunctions), complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative)**

Course Content	Student Performance	Resources	Assessments
F. Edit writing: • Correctly spell high frequency words. (con't)	• Identify common spelling patterns and demonstrate proficiency when spellings words containing these patterns: • short a, i, u • final consonant blend words • initial consonant digraphs ch sh • long e • words with ed • words with es, ing • long i words • plurals s and es • long o words	• Scott Foresman Reading, Teacher's Resource Book, 2.1 and 2.2 Student Practice Book • Scott Foresman Reading <u>New Beginnings</u> and <u>My Time to Shine</u> • "Daddy Could I Have an Elephant", SF Unit 1-1 TE pp. 20-38 • "Poppleton and Friends", SF Unit 1-2 TE pp. 52-65 • "Tools", SF Unit 1-3 TE pp. 76-92 • "Three Little Bikers", SF Unit 1-4 TE pp. 104-126 • "The Surprise", SF Unit 1-5 TE pp. 138-149 • "Duck" SF Unit 2-1 TE pp. 166-182 • "Seeing" SF Unit 2-2 TE pp. 196-203 • "Two Mice in Three Fables", Unit 2-3 TE pp. 216-224 • "Snakes", Unit 2-4 SF TE pp. 236-255	• Weekly spelling tests • Writing Rubric (Spelling in context)

Communication Arts Planned Course: Grade 2

Unit: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3 F Edit writing using the conventions of language including spelling, capital letters, punctuation (period, exclamation point, question mark, commas in a series), grammar (nouns, pronouns, verbs, adjectives, adverbs, conjunctions), complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative)**

Course Content	Student Performance	Resources	Assessments
F. Edit writing: • Correctly spell high frequency words. (con't)	• words with final ce, ge, se • possessives • r controlled ar words • contractions • or, ore, oor, our words • oor words • suffix ly • oi, oy words • short e, ea words • silent consonants kn,mb • vowel patterns aw, ough • multisyllabic words	• "Anansi and the Talking Melon", SF Unit 2-5 TE pp. 268-293 • "Play Ball", SF Unit 3-1 TE pp. 312-321 • "People, People, Everywhere!", SF Unit 3-2 TE pp. 332-350 • "Wanted: Best Friends", SF Unit 3-3 TE pp. 364-385 • "Young Can Jansen", SF Unit 3-4 TE pp. 396-418 • ""Moonbear's Pet", SF Unit 3-5 pp. 430-445 • "The Great Ball Game", SF Unit 4-1 pp. 18-37 • "Best Older Sister", SF Unit 4-2 pp. 48-66 • "Bruno the Baker", SF Unit 4-3 pp. 78-101 • "The Rooster Who Went to His Uncle's Wedding", SF Unit 4-4 pp. 112-133 • "Missing One Stuffed Rabbit", SF Unit 4-5 pp. 144-170 • "Man on the Moon", SF Unit 5-1 pp. 188-205	• Weekly spelling tests • Writing Rubric (Spelling in context)

Communication Arts Planned Course: Grade 2

Unit: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3 F Edit writing using the conventions of language including spelling, capital letters, punctuation (period, exclamation point, question mark, commas in a series), grammar (nouns, pronouns, verbs, adjectives, adverbs, conjunctions), complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative)**

Course Content	Student Performance	Resources	Assessments
F. Edit writing: • Correctly spell high frequency words. (con't)	• plurals • constant + er words • words with ei, eigh • words with un • words with gh, ph, lf • plural es words • words with air, are • words with ch /k/ and sch /sk/ • words with ear, our	• "Going to Town", SF Unit 5-2 pp. 216-235 • "Riding the Ferry", SF Unit 5-3 pp. 246-256 • "Down in the Sea: The Jellyfish", SF Unit 5-4 pp. 268-285 • "Let's Go Dinosaur Tracking", SF Unit 5-5 pp. 296-312 • "Lemonade for Sale", SF Unit 6-1 pp. 330-354 • "The Puddle Pail", SF Unit 6-2 pp. 366-385 • "Stone Soup", SF Unit 6-3 pp. 398-408 • "Annie's Gifts", SF Unit 6-4 pp. 420-440 • "City Green", SF Unit 6-5 pp. 452-473	• Weekly spelling tests

Communication Arts Planned Course: Grade 2

Unit: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3 F Edit writing using the conventions of language including spelling, capital letters, punctuation (period, exclamation point, question mark, commas in a series), grammar (nouns, pronouns, verbs, adjectives, adverbs, conjunctions), complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative)**

Course Content	Student Performance	Resources	Assessments
F. Edit writing: • Correctly spell high frequency words. (con't)	• Engage students in learning activities designed to promote accuracy and proficiency in spelling: 　1. Spelling Games 　　o "Sparkle" 　　o "Hangman" 　　o "Tic, Tac, Toe" 　　o "Spelling Basketball" 　　o "Spelling Baseball" 　　o "Silent Spell" 　　o "Spelling Race" 　　o "Sand/yarn Spelling" 　　o Drag n' Spelling 　　o Frieda's Short Vowel Skateboarding 　　o Aliens Game for oy and ow	Directions for all : • See appendix • http://www.bbc.co.uk/schools/wordsandpictures/longvow/spelling/spelling.shtml • http://www.cogcon.com/gamegoo/games/frieda/frieda.html • http://www.cogcon.com/gamegoo/games/alien2/ash2.html	• Weekly spelling tests • Writing Rubric (Spelling in context)

Communication Arts Planned Course: Grade 2

Unit: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3 F Edit writing using the conventions of language including spelling, capital letters, punctuation (period, exclamation point, question mark, commas in a series), grammar (nouns, pronouns, verbs, adjectives, adverbs, conjunctions), complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative)**

Course Content	Student Performance	Resources	Assessments

F. Edit writing:
• Correctly spell high frequency words. (con't)
	2. Activities
	  o Shaving cream spelling
	  o Word search
	  o Bingo
	  o Crossword puzzles
	  o Collage
	  o Pictionary
	  o Word finds
	  o Scrambled words
	  o ABC order
	  o Letter tiles
		• Teacher made worksheets Software generated worksheets for word searches, bingo, crossword puzzles, word finds, scrambled words, abc order, etc.	• Teacher Observation
			• Completed activity sheets

• Use proper capitalization of names and sentence beginnings • Use end punctuation marks. (. ? !). • Handwriting o Use spaces between words.	• Mini Lesson on proper nouns; worksheets • DOL • Determine correct punctuation for DOL sentences. • Student create stories with correct punctuation • During final copy step of the writing process, a popsicle stick is provided for students to use to remind them of proper spacing between words	• Proper Noun worksheet • DOL sentences and activities • DOL sentences • Student stories • Student stories	• Completed worksheet • Corrected DOL • Corrected DOL with appropriate punctuation • Published stories with correct punctuation • Story Rubric handwriting section

Communication Arts Planned Course: Grade 2

Unit: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3   Write with a sharp, distinct focus identifying topic, task and audience.**

Course Content	Student Performance	Resources	Assessments

F. Edit writing:
• Handwriting (con't)
 o Write legibly.
	During revision/edit step, teacher identifies letters incorrectly formed and has students do handwriting reinforcement worksheet which shows proper formation.
	• Spelling Tests
	• Cursive lower case letter instruction
	• Undercurve letters:
	  (i, t, u, w, r, s, p, j)
	• Downcurve letters:
	  (a, c, d, g, q, o)
	• Overcurve letters:
	  (n, m, v, x, y, y, z)
	• Letters with loops:
	  (b, e, f, h, k, s)
	• Lower case letters:
	  • See the letters formed Step-by-Step
	• Writing numbers:
	  • Write the numbers Step-by-Step
	
	• Write your name
	  • Complete worksheets for children to practice writing "My name is _"
		• Paper
		
		• Spelling Tests
		• Worksheets for each letter
		
		• Letter introduction: http://www.kidzone.ws/cursive/index.htm
		• Custom tracer pages: http://www.kidzone.ws/tracers/none/tracer-form.asp
		
		Lower case letters
		• http://www.handwritingforkids.com/handwrite/cursive/animation/lowercase.htm
		Numbers
		• http://www.handwritingforkids.com/handwrite/cursive/animation/numbers.htm
		Your name
		• http://www.handwritingforkids.com/handwrite/cursive/names/index.htm
			• Story rubric for handwriting
			
			• Handwriting grade
			• Completed worksheets

Communication Arts Planned Course: Grade 2

Unit: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3   Write with a sharp, distinct focus identifying topic, task and audience.**

Course Content	Student Performance	Resources	Assessments
F. Edit writing: • Grammar o nouns	• Play games with parts of speech by using Mad Libs • Make a chart of 3 columns: person, place, thing and have students cut magazine pictures to illustrate each. • In DOL sentences, students underline nouns. • Given a noun worksheet, students circle nouns • View video " Herman Chow-Down Nouns" to identify proper, common, singular and plural nouns	• http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html • Construction paper, magazines • DOL sentences • Noun Worksheets • United Streaming "Introduction to Parts of Speech: Herman's Chow-Down Nouns" Video Appendix #16	• Completed noun collage chart • Nouns correctly identified in DOL sentences • Completed worksheets
o pronouns	• View vides "Royal Principality of Pronouns" to introduce and provide examples of appropriate pronoun usage • Play a concentration matching game to match proper nouns with pronouns	• United Streaming "Introduction to Parts of Speech: Royal Principality of Pronouns" Video Appendix #15 • Index cards with Proper nouns and matching pronouns • Magazines, construction paper	• Correct matches

Communication Arts Planned Course: Grade 2

Unit: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3   Write with a sharp, distinct focus identifying topic, task and audience.**

Course Content	Student Performance	Resources	Assessments
F. Edit writing: • Grammar (con't) o Verbs	• Cut out pictures from magazines showing action, write a sentence to go with picture and underline verb. • In DOL, circle verbs • 2Bee or Nottoobbe on-line activity: choose verbs to compete sentences • View video "Big Herb and His Verbs to introduce verbs as words that show action, tell what someone has or what someone is doing	• DOL sentences • http://www.funbrain.com/verb/index.html • United Streaming "Introduction to Parts of Speech: "Big Herb and His Verbs" Video Appendix #14	• Completed verb collage with sentences • Verbs correctly identified in DOL sentences
o Adjectives	• Web adjectives into categories: color words, shape words, texture words, number words, feeling words • Using Kidspiration or Inspiration software to web "adjectives" and the categories • In DOL, underline nouns and insert an adjective before it • During revision/edit step of writing process, students insert an adjective.	• "Adjective" Web • Kidspiration/ Inspiration software • DOL sentences • Student created stories	• Completed Web • Completed computer generated webs • DOL sentences with added adjectives • Revised stories with added adjectives

Communication Arts Planned Course: Grade 2

Unit: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3   Write with a sharp, distinct focus identifying topic, task and audience.**

Course Content	Student Performance	Resources	Assessments
o Adjectives	• View video: "Adj. for Armando" that uses adj. to describe kind, color, and number of nouns	• United Streaming "Introduction to Parts of Speech: "Adj for Armando" Video Appendix #1	

• Write complete sentences with appropriate end marks
   o declarative
   o interrogative
   o exclamatory
	• Given a 3 column chart labeled: telling, asking, excited, students cut sentence strips out and glue in the correct sentence type.	• Construction paper, teacher made sentence strips	• Completed sentence chart

	• Match the words "telling sentence", "asking sentence", and "exciting sentences" with various sentences.	• Index cards with sentence categories on it; various sentences	• Completed, correct matches
	• In DOL, determine correct punctuation.	• DOL Sentences	• Correctly punctuated DOL sentences
	• Match sentences to punctuation	• Worksheets • Published student stories	• Completed worksheet
	• Students orally share completed stories		• Speaking Rubric: clear, Appropriate volume and pace.
G. Publish/present written work	• Students orally share completed stories • Student stories are compiled in a class book • An "author's tea" inviting parents or another class to share stories is scheduled	• Class Book • Published student stories	• Class Book • Speaking Rubric
	• Video tape telling story	• Video	• Video Rubric

Communication Arts Planned Course: Grade 2

Unit: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.3   Write with a sharp, distinct focus identifying topic, task and audience.**

Course Content	Student Performance	Resources	Assessments
G. Publish/present written work	• View the video "The Writing Process" illustrates the steps involved in a writing piece	• United Streaming "TEAMS: The Writing Process" Video Appendix #12	•

Communication Arts Planned Course: Grade 2

Unit: **1.6 Speaking and Listening**

State Curriculum Standard: **1.6.3 A Listen to others, ask questions and distinguish fact from opinion.**
1.6.3 B Listen to a literature selection and relate it to similar experiences, predict what will happen next, retell a story in chronological order, recognize character and tone, and identify and define new words and concepts.

Course Content	Student Performance	Resources	Assessments
A. Listen to Others: • Listen and ask questions as an aid to understanding. • State a fact • State an opinion. B. Listen to Literature: • Relate to similar experiences. • Predict what will happen next. • Retell the beginning, middle, and end. • Discuss story elements (character, setting, problem, and solution). • Define and use relevant words.	• Listen to books on tape in a listening workstation. • Listen during buddy reading. • Listen to Book Buddies read stories. • Demonstrate polite listening. • Listen specific selection audio and follow along. Using text and picture cues develop understanding of story sequence • Complete a probable passages graphic organizer. • Listen to respond to different kinds of text (listening to get information to solve a problem or for enjoyment). • Listen to solve a problem. • Use a dictionary effectively.	• Books on tape • Buddy readers • Graphic organizers • Realistic stories • Fictional stories • "Way to Go", SF 2.5 p. 245e (Fact and Opinion) • SF 2.5 pp. 255, 287 • "Puppy for Sale", SF 2.1 p. 19e-f (Predicting) • "Margo's First Day", SF 2.1 p. 51e-f (Character) • "Food for Thought", SF 2.1 p. 103e-f (Setting) • "A Beautiful Trap", SF 2.2 p. 267e-f (Sequence of Events) • "Team Scenery", SF 2.3 p. 311e-f (Summarizing) • "Mystery of the Missing Lunch Boxes" SF 2.3 p. 395e-f (Character) • "Jenny and Mr. Jasper", SF 2.3 p. 429e (Summarizing) • "The Firefly Reunion", SF 2.4 p. 111e (Plot)	• <u>Leveled Practice and Test Link</u>, "Listening" pp. 111-112 • Teacher observation • Student behavior/questions during listening activities • Following direction activities • Predictograms • Beginning, Middle, End activity sheets • Story maps • SF Vocabulary Flip Chart; teacher observation

Communication Arts Planned Course: Grade 2

Unit: **1.6 Speaking and Listening**

State Curriculum Standard: **1.6.3C Speak using skills appropriate to formal speech situations including appropriate volume, correct pronunciation of most words, understandable pacing, and an awareness of the audience.**
1.6.3D Contribute to discussions by asking relevant questions, responding with appropriate information or opinions, listening to and acknowledging the contributions of other, and displaying turn taking behavior.
1.6.3E Participate in small and large group discussions and presentations by participating in everyday conversation, giving oral readings, delivering short reports, conducting short interviews, giving simple directions, and and reporting emergencies.

Course Content	Student Performance	Resources	Assessments
A. Speak Using Skills Appropriate to Formal Speech Situations: • Use appropriate volume. • Pronounce most words accurately. • Pace rate of speech so that it is understandable. • Demonstrate an awareness of audience.	• Speak politely, clearly, slowly and loud enough to be heard • Speak to share and gain information on a topic. • Read with expression to a partner. • Assignments may include: • conduct announcements • book discussions • demonstrations • review directions • dramatizations • introductions • sports casting • storytelling	Speaking Skills • SF 2.1 p. 75g Audience awareness • SF 2.6 p. 451g, • SF 2.6 p. 477d • SF 2.3 pp. 253a-b • SF 2.3 pp. 429g, 449d • SF 2.5 p. 215g • SF 2.2 pp.165g, 187d • SF 2.3 pp. 395g, 423d • SF 2.2 pp. 195g, 207d • SF 2.3 p. 311g • SF 2.1 pp.137g, 153d, 157a	• Oral Presentations • Scott Foresman's Speaking Summary Rubric TE p. 97d • Scott Foresman's Speaking Summary Rubric
B. Contribute to Discussions. • Ask relevant questions. • Respond with appropriate information or opinion to questions asked..	• Participate in classroom discussions on literature, content areas, and a variety of other topics.	Ask and Answer Questions • SF 2.2 p. 235g • SF 2.2 p. 259d	• Teacher Observation

Communication Arts Planned Course: Grade 2

Unit: **1.6 Speaking and Listening**

State Curriculum Standard: **1.6.3C Speak using skills appropriate to formal speech situations including appropriate volume, correct pronunciation of most words, understandable pacing, and an awareness of the audience.**
1.6.3D Contribute to discussions by asking relevant questions, responding with appropriate information or opinions, listening to and acknowledging the contributions of other, and displaying turn taking behavior.
1.6.3E Participate in small and large group discussions and presentations by participating in everyday conversation, giving oral readings, delivering short reports, conducting short interviews, giving simple directions, and and reporting emergencies.

Course Content	Student Performance	Resources	Assessments
B. Contribute to Discussions. (con't) • Listen to and acknowledge the contributions of others. • Display appropriate turn-taking behaviors.	• Practice appropriate group behavior, speak clearly, look at the person, listen attentively • Play question and answer games	**Remediation:** • Read to a lower grade **Enrichment:** • Allow students to direct the class on story summaries, having them justify their answers in complete sentences	• Teacher observation • Performance during oral presentations activities • Scott Foresman's Speaking Summary Rubric
C. Participate in small and large group discussions and presentations. • Participate in everyday conversations. • Give oral readings. • Deliver short reports (field trips, show-and-tell). • Conduct short interviews. • Give simple directions and explanations. • Demonstrate an appropriate way to report an emergency.	• Participate in discussions. • Participate in show and tell activities. • Present poster to the class using appropriate formal speech. • Read aloud a writing selection draft to a partner and make oral suggestions for revision. • Brainstorm information and words to include on a poster to advertise a performance. • Write and participate in mock news and weather broadcast.	• Scott Foresman text • Classroom libraries and leveled readers • Technology: LEARNET/netTracker **Remediation:** • Practice placing 911 calls or other emergencies **Enrichment:** • Participate in morning announcements	• Teacher observation • Posters: Poster rubric

Communication Arts Planned Course: Grade 2

Unit: **1.6 Speaking and Listening**

State Curriculum Standard: **1.6.3C Speak using skills appropriate to formal speech situations including appropriate volume, correct pronunciation of most words, understandable pacing, and an awareness of the audience.**

1.6.3D Contribute to discussions by asking relevant questions, responding with appropriate information or opinions, listening to and acknowledging the contributions of other, and displaying turn taking behavior.

1.6.3E Participate in small and large group discussions and presentations by participating in everyday conversation, giving oral readings, delivering short reports, conducting short interviews, giving simple directions, and and reporting emergencies.

Course Content	Student Performance	Resources	Assessments
C. Participate in small and large group discussions and presentations. (con't)	• View video Discovering Language Arts: Listening and Speaking (40:57) o Introduce young students to basic listening and speaking strategies including the rules of conversation group discussion, use of appropriate intonation and vocabulary	• United Streaming "Discovering Language Arts: Nonfiction: Listening and Speaking", Video Appendix #18	• Teacher observation

Communication Arts Planned Course: Grade 2

Unit: **1.6 Speaking and Listening**

State Curriculum Standard: **1.6.3 F Use media for learning purposes by explaining the importance of television, radio, film, and Internet in the lives of people, explaining how advertising sells products, and explaining what was learned.**

Course Content	Student Performance	Resources	Assessments
A. Determine how media is used for learning • Describe the importance of television, radio, film, and Internet in the lives of people. ▪ Recognize that advertising sells products.	• Complete a graphic organizer indicating the importance and/or uses of the internet, television, radio and film • Complete a then and now graphic organizer to emphasize changes brought about by the media • List shows, movies, videos that involve characters helping • Complete a web of media related careers • Make a product commercial and present to the class • Cut similar pictures from magazine or newspaper advertisements. Write a description of each and compare to find better value	• Technology: LEARNET/ netTracker • Main idea, supporting details graphic organizer • SF 2.1 p. 132h • Inspiration computer software • Television and radio commercials • SF 2.2 p. 230h	• Scott Foresman's Speaking Summary Rubric • Teacher Observation • Printed web • Descriptive writing comparison and rubric

Communication Arts Planned Course: Grade 2

Unit: **1.6 Speaking and Listening**

State Curriculum Standard: **1.6.3 F Use media for learning purposes by explaining the importance of television, radio, film, and Internet in the lives of people, explaining how advertising sells products, and explaining what was learned.**

Course Content	Student Performance	Resources	Assessments
A. Determine how media is used for learning • Use media forms to show or explain what was learned	• View video: "Discovering Language Arts: Viewing " o Introduce young students to the characteristics and components of the media, mass communication formats and categories • View video: "You Can Solve a Problem" to help students break down problems into smaller more manageable pieces that can be communicated to assist with finding solutions.	• United Streaming "Discovering Language Arts: Nonfiction: Viewing", Video Appendix #19 • United Streaming "You Can Solve a Problem", Video Appendix #20	• Teacher observation

Communication Arts Planned Course: Grade 2

Unit: 1**.7 Characteristics and Functions of the English Language.**

State Curriculum Standard: **1.7.3. A Identify words from other languages that are commonly used English words.**

Course Content	Student Performance	Resources	Assessments
A. Recognize that some words from other languages are commonly used English words	• Use Website to identify words from other languages that are used in the English language: http://www.krysstal.com/borrow.html	• Teacher made worksheet with a language (other then English), students list some Words that come from that language	• Completed worksheet
B. Identify variations in the dialogues of literary characters and relate to differences in Geographical location.	• Use stories in the Scott-Foresman 2nd grade series to relate literature to different geographical locations: Anasi (U.3, W.) – African folktale, My younger brother (U.4, W.) - Vietnamese, House in the Big Woods (U. ,W) – Early American, to compare/ contrast differences in customs/ culture/language • Explore/research other geographical regions to relate to a story's origin • Use various multicultural literature to compare and contrast to students' own lives.Read/ compare /research various folk/fairy tales, myths, legends, fables, proverbs from other cultures on line: http://literature.mrdonn.org/traditional.html	• Teacher made worksheet or Venn Diagram • Bibliographies for these book categories: biography, cultural groups, customs & traditions, families & friends, folktales, legends & poems http://www.adl.org/bibliography/ • Venn Diagram, World Map, Children's atlas, Childrens encyclopedias: http://www.factmonster.com/encyclopedia.html , http://www.ajkids.com, or from the ESASD homepage: Instructional Resources: NetTrekker: Teacher prompted research questions of countries (i.e. continent, flag, food, customs, exports, etc)	• Completed worksheet or Venn Diagram • Completed Venn Diagram, completed research

Communication Arts Planned Course: Grade 2

Unit: **1.8 Research**

State Curriculum Standard: **1.8.3 A Select a topic for research.**
1.8.3 B Locate information using appropriate sources and strategies such as locating resources for a particular task, selecting sources such as dictionaries, encyclopedias, interviews, observations and electronic media, using a table of contents, key words and guide words, and using traditional and electronic search tools.
1.8.3 C Organize and present the main ideas form the research by taking notes from sources using a structured format and summarize, orally or in writing, the main idea

Course Content	Student Performance	Resources	Assessments
A. Differentiate between topics that can and cannot be researched B. Locate Information: - Use the table of contents, page numbers, glossaries, and alphabetical order. - Understand the purpose of books, dictionaries, and encyclopedias. - Use the Internet to gather information and explore topics - Select sources appropriate for research	- Complete an interest inventory. - Conduct interviews relating to various careers. - Present dress up career reports. - Participate in whole class multi-media presentation on a chosen topic. - Utilize the on line resource "Encyclopedia for children" - Use on line source: "Research Answers" to locate information - research	- Graphic organizers - Leveled Readers - Report rubrics - Presentation rubrics - Written rubrics - Encyclopedia - Technology: LEARNET - Fiction and nonfiction text various multi-media (videos, filmstrips, CD roms, computer software programs) - Magazines - Maps - http://www.factmonster.com/encyclopedia.html - http://www.ajkids.com	- Completed organizers - Reports and rubrics - Presentations and rubrics - Career report rubric

Communication Arts Planned Course: Grade 2

Unit: 1.8 **Research**

State Curriculum Standard: **1.8.3 A Select a topic for research.**
1.8.3 B Locate information using appropriate sources and strategies such as locating resources for a particular task, selecting sources such as dictionaries, encyclopedias, interviews, observations and electronic media, using a table of contents, key words and guide words, and using traditional and electronic search tools.
1.8.3 C Organize and present the main ideas form the research by taking notes from sources using a structured format and summarize, orally or in writing, the main idea

Course Content	Student Performance	Resources	Assessments
C. Gather and organize information related to main idea • Take notes using graphic organizer • Summarize main ideas in writing from key facts and concepts	• Research a content specific topic using traditional materials, and on line resources • Complete a Who, What, Where, When/Why graphic organizer • Use main ideas/ supporting facts graphic organizers • Write a paragraph on a researched topic. Include an introductory sentence, supporting details, and a conclusion	• http://www.ajkids.com • "Four Tab Book" <u>Foldables</u> p. 25 • "Standing Cub Activity " <u>Foldables</u> p. 26	• Completed research report and rubric