

Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Grade 2

Foundational Skills

- Distinguish and decode long and short vowels in one and two syllable words.
- Read sight words and grade appropriate irregularly spelled words.
- Read fluently with voice, timing, and expression.

Reading Informational Text

- Read and comprehend text
- Identify the main idea of a multi-paragraph text.
- Demonstrate understanding of key details in a text.
- Describe the connection between a series of events, concepts, or steps in a procedure within a text.

Reading Literature

- Read and comprehend text.
- Recount stories
- Demonstrate understanding of key details in a text.
- Describe how characters in a story respond to major events and challenges.
- Describe the overall structure of a story: beginning, middle, end.

Writing

- Write informative/ explanatory texts.
- Identify and introduce the topic.
- Establish a situation and introduce a narrator and/or characters.
- Use sequence words to order events.
- Provide a concluding statement or section.
- Apply capitalization and end punctuation.
- Spell words drawing on common spelling patterns

Speaking and Listening

- Participate in collaborative conversations.
- Retell texts or presentations orally
- Ask and answer questions about a speaker
- Ask questions in complete sentences
- Add drawings/visual displays to clarify ideas

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Grade 2

*Foundational
Skills*

- Distinguish and decode long and short vowels in one and two syllable words.
- Read sight words and grade appropriate irregularly spelled words.
- Read fluently with voice, timing, and expression.

*Reading
Informational
Text*

- Determine the meaning of words including multiple-meaning words.
- Explain how graphic representations contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Use grade-appropriate words and phrases.
- Demonstrate understanding of key details in a text.
- *Use various text features and search tools to locate key facts.*

*Reading
Literature*

- Recognize different points of views.
- Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- Use illustrations and words to demonstrate understanding.
- *Describe the overall structure of a story: beginning, middle, end.*
- *Demonstrate understanding of key details in a text.*
- *Describe how characters in a story respond to major events and challenges*

Writing

- Write narrative texts.
- Establish a situation and introduce a narrator and/or characters.
- Include thoughts and feeling to describe experience and events to show the response of characters to situations.
- Use sequence words to order events.
- Give facts and/or definitions
- Choose words and phrases for effect.
- Strengthen writing by revising and editing.
- Use digital tools to produce and publish writing.
- Participate in individual or shared research and writing projects.
- Recall information to answer a question.
- Write routinely over extended time frames and shorter time frames.
- Use commas and apostrophes appropriately.
- Use reference materials as needed.
- Capitalize proper nouns
- Write informative/ explanatory texts.
- Identify and introduce the topic.
- Provide a concluding statement or section.
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- Apply capitalization and end punctuation.
- Spell words drawing on common spelling patterns

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Grade 2

Foundational Skills

- Distinguish and decode long and short vowels in one and two syllable words, with common prefixes and suffixes.
- Read sight words and grade appropriate irregularly spelled words.
- Read fluently with voice, timing, and expression.

Reading Informational Text

- Determine or clarify the meaning of unknown and multiple-meaning words.
- Identify the main idea of a multi-paragraph text.
- Demonstrate understanding of key details in a text.
- Describe the connection between a series of events, concepts, or steps in a procedure within a text.
- Determine the meaning of words including multiple-meaning words.
- Use grade-appropriate words and phrases.
- Explain how graphic representations contribute to and clarify a text.
- Use various text features and search tools to locate key facts.

Reading Literature

- Determine or clarify the meaning of unknown and multiple-meaning words.
- Use grade-appropriate words and phrases.
- *Read and comprehend texts*
- *Recount stories.*
- *Describe the overall structure of a story: beginning, middle, end.*
- *Demonstrate understanding of key details in a text.*
- *Describe how characters in a story respond to major events and challenges.*
- *Recognize difference points of views.*
- *Describe how words and phrases supply rhythm and meaning in a story, poem, or song.*

Writing

- Write opinion pieces on familiar topics or texts.
- Identify the topic and state an opinion.
- Create an organizational structure that includes reasons and includes a concluding statement.
- Give details to support the opinion.
- Use a variety of words and phrases to appeal to the audience.
- Demonstrate a grade appropriate command of the conventions of Standard English grammar and spelling.
- Participate in individual or shared research and writing projects.
- Write informative/ explanatory texts.
- Recall information to answer a question.
- Strengthen writing by revising and editing.
- Use digital tools to produce and publish writing.
- Write routinely over extended time frames and shorter time frames.
- Identify and introduce the topic and state an opinion.
- Give facts and/or definitions
- Provide a concluding statement or section.
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- Choose words and phrases for effect.
- Apply capitalization and end punctuation.
- Spell words drawing on common spelling patterns
- Consult reference material as needed.
- Use reference materials as needed.
- Capitalize proper nouns

Speaking and Listening

- Accurately retell a story in audible sentences.
- Participate in collaborative conversations.
- Retell texts or presentations orally
- Ask and answer questions about a speaker
- Add drawings/visual displays to clarify ideas
- Ask questions in complete sentences

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 2

Foundational Skills

- Distinguish and decode long and short vowels in one and two syllable words, with common prefixes and suffixes.
- Read sight words and grade appropriate irregularly spelled words.
- Read fluently with voice, timing, and expression.

Reading Informational Text

- Compare and contrast important points of two texts on the same topic.
- Use grade-appropriate words and phrases.
- Explain how graphic representations contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Use grade-appropriate words and phrases.

Reading Literature

- Compare and contrast important points of two texts on the same topic.
- Read and comprehend texts
- Use illustrations and words to demonstrate understanding.
- Determine or clarify the meaning of unknown and multiple-meaning words.

Writing

- Write opinion pieces on familiar topics or texts
- Identify and introduce the topic.
- Identify the topic and state an opinion.
- Give details to support the opinion.
- Give facts and/or definitions
- Provide a concluding statement or section.
- Choose words and phrases for effect.
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- Create an organizational structure that includes reasons and includes a concluding statement.
- Use a variety of words and phrases to appeal to the audience.
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- Use digital tools to produce and publish writing.
- Recall information to answer a question.
- Write routinely over extended time frames and shorter time frames.
- Apply capitalization and end punctuation.
- Spell words drawing on common spelling patterns
- Use reference materials as needed.
- Capitalize proper nouns
- Use commas and apostrophes appropriately.

Speaking and Listening

- Use proper English when speaking.
- Participate in collaborative conversations.
- Retell texts or presentations orally
- Ask and answer questions about a speaker
- Ask questions in complete sentences

Course/ Grade:	English Language Arts/ 2 nd grade	Instructional Unit:	Foundational Skills	Suggested Timeline:	Ongoing
<p>Overview: Word analysis and decoding skills are foundational for success as a reader. Fluent readers process print with expression at an appropriate rate.</p>			<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do good readers, writers, and speakers use word analysis and decoding skills to become fluent readers? • How do fluent readers process print to read at an appropriate rate with expression? 		
<p>Essential Learning Targets:</p> <ul style="list-style-type: none"> • I can decode regularly spelled two syllable words with long vowels. • I can read words with common prefixes and suffixes by breaking them into smaller units. • I can distinguish between long and short vowel patterns. • I can read words with the same spelling but different sound. • I can recognize and read irregularly spelled words. • I can read accurately and fluently to support comprehension. • I can read on-level texts orally with accuracy, appropriate rate and expression for successive readings. • I can use context to confirm or self-correct word recognition and understanding. 					
Phonics and Word Analysis			Fluency		
<p>1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. <ul style="list-style-type: none"> ○ <i>I can identify the most common short vowel pattern (CVC).</i> ○ <i>I can identify the most common long vowel patterns (CVCe and VCe).</i> • Decode two syllable words with long vowels and words with common prefixes and suffixes. <ul style="list-style-type: none"> ○ <i>I can decode two syllable words with long vowels.</i> ○ <i>I can identify words with common prefixes and suffixes.</i> ○ <i>I can decode words by breaking them into units of meaning (ex. un + happy = unhappy)</i> • Read grade-level high-frequency sight words and words with 			<p>CC.1.1.2.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. <ul style="list-style-type: none"> ○ <i>I can read second grade text fluently and show comprehension through voice, timing, and expression.</i> • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <ul style="list-style-type: none"> ○ <i>I can read fluently (easy, smooth, & automatic).</i> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> ○ <i>I can self-correct misread or misunderstood words using context clues.</i> ○ <i>I can reread with corrections when necessary.</i> ○ <i>I can recognize when a word I have read does not make sense within the text.</i> 		

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<p>inconsistent but common spelling-sound correspondences.</p> <ul style="list-style-type: none">○ <i>I can read grade-level high frequency words.</i>○ <i>I can identify words with similar patterns that create sounds (ex. bead/head, doll/roll, hint/pint)</i> <p>• Read grade appropriate irregularly spelled words.</p> <ul style="list-style-type: none">○ <i>I can recognize irregularly spelled words (rule-breakers).</i>○ <i>I can read irregularly spelled words without having to sound them out.</i> <p><u>Domain Specific Vocabulary:</u></p> <p>Irregular Long vowel pattern VCe Short vowel pattern Consonant blends, digraphs Spelling pattern Prefix Suffix ly, ful, er, or, ish Syllable Vowel team Inflected Ending R Controlled Vowels: or, ore, oar, ar, ei, ir, ur Base Words Vowel Patterns – o, oa, ow Final Syllable – le Diphthongs</p>	<p><u>Domain Specific Vocabulary:</u></p> <p>Fluency Phrasing</p>
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Course/ Grade:	English Language Arts/ 2 nd grade	Instructional Unit:	Module 1	Suggested Timeline:	7-9 weeks
Overview: <p>In this module, students learn how to determine the main idea when reading multi-paragraph texts. They demonstrate an understanding of the central message, lesson, or moral. Through recounting the major events and challenges of characters, students ask and answer questions to make connections using textual evidence.</p> <p>In informational writing, students identify and introduce a topic and write pieces that group important information and provide a conclusion. In narrative writing, students establish a situation and introduce a narrator and/or characters. They begin to organize a short sequence of events, use temporal words to signal event order, and provide a sense of closure to their narrative writing.</p>			Essential Questions: <ul style="list-style-type: none"> How do good readers, writers, and speakers utilize key ideas and details to comprehend, compose and communicate literature and informational text? 		
Essential Learning Targets: <p>At the end of this module, students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> Determine the main idea and key details from multi-paragraph informational text and literature to demonstrate understanding Ask and answer questions to understand the explicit meaning of informational text and literature Use text evidence to make the connection between a character’s thoughts and actions to the major events of a story Describe the connections between events, concepts and steps when reading nonfiction Write informative pieces that identify and introduce an informative topic, group important information and provide a conclusion Write narrative pieces that establish a situation and introduce a narrator and/or characters Apply capitalization and end punctuation in both informational and narrative pieces 					
Reading Informational Text		Reading Literature		Writing/Grammar	
CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. <ul style="list-style-type: none"> <i>I can identify the main idea of a text with more than</i> 		CC.1.3.2 A Recount stories and determine their central message, lesson, or moral. <ul style="list-style-type: none"> <i>I can identify recount/retell (put it into my own words) stories.</i> 		CC.1.4.2 A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <i>I can select a topic and identify information (facts</i> 	
Speaking and Listening					
CC1.5.2 A Participate in collaborative conversations with peers and adults in small and larger groups. <ul style="list-style-type: none"> <i>I can identify and follow the agreed upon rules for</i> 					

<p><i>one paragraph.</i></p> <ul style="list-style-type: none"> <i>I can explain the focus (big idea) of each paragraph in a text.</i> <p>CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> <i>I can identify who, what, where, when, why, and how to answer questions about a fictional text.</i> <p>CC. 1.2.2C Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <ul style="list-style-type: none"> <i>I can identify scientific ideas or concept.</i> <i>I can identify the steps in a process.</i> <i>I can explain how the steps in a process connect.</i> <p>CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.</p> <ul style="list-style-type: none"> <i>I can explain and give examples of text features.</i> <i>I can explain how text features help locate key facts or information.</i> <i>I can locate key facts or information about a topic using text features.</i> 	<ul style="list-style-type: none"> <i>I can identify and explain the central message and/or moral (over all idea and author is trying to share.)</i> <p>C.C.1.3.2 B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> <i>I can identify who, what, where, when, why, and how to answer questions about an informational text.</i> <i>I can ask and answer questions before, during, and after reading a text.</i> <p>C.C.1.3.2 C Describe how characters in a story respond to major events and challenges.</p> <ul style="list-style-type: none"> <i>I can identify characters in a story.</i> <i>I can describe how characters react to events and challenges in a story.</i> <p>C.C.1.3.2 E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <ul style="list-style-type: none"> <i>I can recognize that a story has a beginning, middle, and end.</i> <i>I can describe how characters, setting, and</i> 	<p><i>and definitions) to share.</i></p> <ul style="list-style-type: none"> <i>I can use facts and definitions to share points and ideas about my topic.</i> <p>CC.1.4.2 B Identify and introduce the topic.</p> <ul style="list-style-type: none"> <i>I can identify and introduce the topic.</i> <p>CC.1.4.2 D Group information and provide a concluding statement or section.</p> <ul style="list-style-type: none"> <i>I can present my ideas in writing and provide concluding statement or section.</i> <p>CC.1.4.2 F Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <i>I can capitalize the beginning of a sentence and use the correct end punctuation.</i> <p>CC.1.4.2 N Establish a situation and introduce a narrator and/or characters.</p> <ul style="list-style-type: none"> <i>I can write my own story with a narrator and/or characters.</i> <p>CC.1.4.2 P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <ul style="list-style-type: none"> <i>I can use sequence words to place my story events in</i> 	<p><i>discussion.</i></p> <ul style="list-style-type: none"> <i>I can make connections between the comments of others.</i> <i>I can ask questions when I do not understand</i> <p>CC1.5.2 B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <ul style="list-style-type: none"> <i>I can identify information from a text being read aloud.</i> <i>I can identify information that is presented in different formats (media, charts, graphs, websites, and speeches).</i> <i>I can describe key ideas or details from a text or presentation.</i> <p>CC1.5.2 C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <ul style="list-style-type: none"> <i>I can ask questions about a presentation when I do not understand or need more information.</i> <i>I can answer questions about a speaker's presentation.</i> <p>CC1.5.2 E Produce complete</p>
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<p>CC.1.2.2. L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> <i>I can read 2nd grade texts on my own.</i> 	<p><i>action are introduced in the story.</i></p> <ul style="list-style-type: none"> <i>I can tell describe how the events at the end of the story let me know happened in the character.</i> <p>C.C.1.3.2 K Read and comprehend literature on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> <i>I can recognize when the text I am reading is too easy or too difficult for me.</i> <i>I can use reading strategies (ex. Ask questions, make connections, visualize, reread) that will help me understand difficult texts.</i> 	<p><i>the correct order and write an ending for my story.</i></p>	<p>sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <ul style="list-style-type: none"> <i>I can recognize a complete sentence.</i> <i>I can speak using complete sentences when asked to provide details or clarification.</i> <p>CC1.5.2 F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p> <ul style="list-style-type: none"> <i>I can read aloud stories or poems and use my voice to make them come to life. (Adjust the volume of my voice, make exclamations, change the pace.)</i> <i>I can speak clearly and at an understandable pace (speed) when creating audio recordings of stories and poems.</i> <i>I can add drawing or visual displays (ex illustrations, graphs, photos) to make my ideas, thoughts, and feelings clear.</i>
<p>Domain Specific Vocabulary: Informational</p>	<p>Domain Specific Vocabulary: Literature</p>	<p>Domain Specific Vocabulary: Writing/Grammar</p>	<p>Domain Specific Vocabulary: Speaking and Listening</p>
<p>Monitor</p>	<p>Character Setting Realistic fiction</p>	<p>Period Personal narrative Sentence</p>	<p>Discussion Media Turn and talk</p>

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Clarify	Monitor Clarify Plot	Alphabetize Revise Proofread	Collaborate
Card catalogue	Theme Poetry	Prewrite Draft	
Non-Fiction	Rhythm Rhyme	Revise Edit	
Periodical	Repetition Onomatopoeia	Publish Sentences	
Topic	Author's Purpose Synonyms	Expository Predicates	
Main idea	Compare Contrast	Topic Declarative Sentences	
Details	Drama Predict	Interrogative Sentences	
Paragraph	Set Purpose Verse	Command Exclamation	
Subject	<u>Unit 2</u> Cause Effect	Contraction Proper Noun	
Dictionary	Context Summarize	<u>Unit 2</u> Noun	
Encyclopedia	Sequence Background Knowledge	Common Noun Collective Noun	
Reference	Story Structure Folk Tale	Descriptive Singular Noun	
Position Words	Moral Conflict	Plural Noun Homophone	
Text Structure	Theme Repetition	Possessive Noun	
	Fable Idiom		
	Inferring		

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Author's Purpose			
Expository Text			
Synonyms			
Legend			
Map			
Table of Contents			
Title Page			
Compare			
Contrast			
Online Reference			
Web Site			
Predict			
Set Purpose			
Guide words			
Time Line			

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Source			
Heading			
Cause			
Effect			
<u>Unit 2</u>			
Narrative Non-Fiction			
Context			
Summarize			
Sequence			
Background Knowledge			
Chapter			
Heading			
Home Page			
Internet			
Clue Words			

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Draw Conclusion			
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Resources	Resources	Resources	Resources
Pearson Reading Streets 2013 edition Unit 1 Resources Pearson Reading Streets 2013 edition Unit 2 Resources SAS Portal	Pearson Reading Streets 2013 edition Unit 1 Resources Pearson Reading Streets 2013 edition Unit 2 Resources SAS Portal	Pearson Reading Streets 2013 edition Unit 1 Resources Pearson Reading Streets 2013 edition Unit 2 Resources SAS Portal	Pearson Reading Streets 2013 edition Unit 1 Resources Pearson Reading Streets 2013 edition Unit 2 Resources SAS Portal

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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
<p>Pearson Reading Streets 2013 edition Unit 1 Assessments</p> <p>Pearson Reading Streets 2013 edition Unit 2 Assessment</p> <p>DRA</p> <p>DIBELS</p> <p>MAP - Reading</p>	<p>Pearson Reading Streets 2013 edition Unit 1 Assessments</p> <p>Pearson Reading Streets 2013 edition Unit 2 Assessment</p> <p>MAP - Reading</p>	<p>Pearson Reading Streets 2013 edition Unit 1 Assessments</p> <p>Pearson Reading Streets 2013 edition Unit 2 Assessment</p> <p>MAP - Reading</p>	<p>Pearson Reading Streets 2013 edition Unit 1 Assessments</p> <p>Pearson Reading Streets 2013 edition Unit 2 Assessment</p> <p>MAP – Reading</p> <p>DRA</p>

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Course/ Grade:	English Language Arts/ 2 nd grade	Instructional Unit:	Module 2	Suggested Timeline:	12 weeks
<p>Overview: In one part of this module, students learn how authors develop characters and express different points of view. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. In another part this module, students closely examine and use specific aspects of the text to describe the key ideas or characters. Specifically, they begin to explore how the author uses elements of one text.</p> <p>They use narrative writing to describe experiences and events that show the response of characters to different situations. They choose words and phrases for effect. They use narrative writing to describe experiences and events that show the response of characters to different situations. They write narrative pieces that establish a situation and introduce a narrator and/or characters and include a sequential pattern using temporal words for transition. They demonstrate increased proficiency with grade level conventions of language as they write. They identify and develop an informational topic and write pieces with organized and sequential information including a conclusion.</p>			<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do good readers understand how an author develops ideas, concepts, characters, and experiences? • How do good readers, writers, and speakers integrate their knowledge and ideas to communicate, comprehend, compose, and communicate fiction/nonfiction texts? 		
<p>Essential Learning Targets: At the end of this module, students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> • Use text features or elements of different texts to demonstrate and clarify understanding • Explain the major differences between literature and informational text • Explain how authors develop characters and express different points of view • Write organized and sequential informative pieces about a topic with a conclusion • Write narrative pieces that describe experiences and events based on a character’s point of view • Explore how ideas or characters are developed in different types of texts • Examine how an author’s choices in the text support meaning • Write developed informative pieces about a topic with organized and sequential information including a conclusion • Write narrative pieces that establish a situation and introduce a narrator and/or characters and include a sequential pattern using temporal words for transition 					
Reading Informational Text	Reading Literature	Writing	Speaking and Listening		

<p>CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> <i>I can identify who, what, where, when, why, and how to answer questions about a fictional text.</i> <p>CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.</p> <ul style="list-style-type: none"> <i>I can explain and give examples of text features.</i> <i>I can explain how text features help locate key facts or information.</i> <i>I can locate key facts or information about a topic using text features.</i> <p>CC.1.2.2. F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.</p> <ul style="list-style-type: none"> <i>I can figure out what unknown words mean when I'm reading.</i> <p>CC.1.2.2. G Explain how graphic representations contribute to and clarify a text.</p> <ul style="list-style-type: none"> <i>I can explain how graphic representations (maps, bar graphs, etc.) add to the text and help me understand it.</i> <p>CC.1.2.2. H Describe how reasons support specific points the author</p>	<p>C.C.1.3.2 B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> <i>I can identify who, what, where, when, why, and how to answer questions about an informational text.</i> <i>I can ask and answer questions before, during, and after reading a text.</i> <p>C.C.1.3.2 C Describe how characters in a story respond to major events and challenges.</p> <ul style="list-style-type: none"> <i>I can identify characters in a story.</i> <i>I can describe how characters react to events and challenges in a story.</i> <p>C.C.1.3.2 D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <ul style="list-style-type: none"> <i>I can use different voices for each character when I read.</i> <p>C.C.1.3.2 E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <ul style="list-style-type: none"> <i>I can recognize that a story has a beginning, middle, and end.</i> <i>I can describe how characters, setting, and action are introduced in the story.</i> <i>I can tell describe how the events at the end of the story let me know happened in the character.</i> 	<p>CC.1.4.2 A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <i>I can select a topic and identify information (facts and definitions) to share.</i> <i>I can use facts and definitions to share points and ideas about my topic.</i> <p>CC.1.4.2 B Identify and introduce the topic.</p> <ul style="list-style-type: none"> <i>I can identify and introduce the topic.</i> <p>CC.1.4.2 C Develop the topic with facts and/or definitions</p> <ul style="list-style-type: none"> <i>I can identify topic with facts and/or definitions</i> <p>CC.1.4.2 D Group information and provide a concluding statement or section.</p> <ul style="list-style-type: none"> <i>I can present my ideas in writing and provide concluding statement or section.</i> <p>CC.1.4.2 E Choose words and phrases for effect.</p> <ul style="list-style-type: none"> <i>I can use different words in my writing to make it more interesting.</i> <p>CC.1.4.2 F Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <i>I can capitalize the beginning of a sentence and use the correct end punctuation.</i> <i>I can spell words drawing on common spelling patterns.</i> <i>I can capitalize proper nouns.</i> <i>I can use commas and</i> 	<p>CC1.5.2 D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <ul style="list-style-type: none"> <i>I can tell a story with facts and details in a complete sentence.</i> <p>CC1.5.2 F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p> <ul style="list-style-type: none"> <i>I can read aloud stories or poems and use my voice to make them come to life. (Adjust the volume of my voice, make exclamations, change the pace.)</i> <i>I can speak clearly and at an understandable pace (speed) when creating audio recordings of stories and poems.</i> <i>I can add drawing or visual displays (ex illustrations, graphs, photos) to make my ideas, thoughts, and feelings clear.</i> <p>CC1.5.2 G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.</p> <ul style="list-style-type: none"> <i>I can speak fluently using the expression that matches the situation.</i>
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<p>makes in a text.</p> <ul style="list-style-type: none"> <i>I can explain how the author used details to support the main idea.</i> <p>CC.1.2.2. J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <ul style="list-style-type: none"> <i>I can learn and use second grade vocabulary.</i> 	<p>C.C.1.3.2 F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <ul style="list-style-type: none"> <i>I can explain how the rhythm from words and phrases help me understand what I am reading.</i> <p>C.C.1.3.2 G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <ul style="list-style-type: none"> <i>I can information and words to show that I understand what I read.</i> <p>C.C.1.3.2 K Read and comprehend literature on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> <i>I can recognize when the text I am reading is too easy or too difficult for me.</i> <i>I can use reading strategies (ex. Ask questions, make connections, visualize, reread) that will help me understand difficult texts.</i> 	<p><i>apostrophes appropriately.</i></p> <p>CC.1.4.2 M Write narratives to develop real or imagined experiences or events.</p> <ul style="list-style-type: none"> <i>I can write a narrative piece with real or make believe experiences.</i> <p>CC.1.4.2 N Establish a situation and introduce a narrator and/or characters.</p> <ul style="list-style-type: none"> <i>I can write my own story with a narrator and/or characters.</i> <p>CC.1.4.2 O Include thoughts and feeling to describe experience and events to show the response of characters to situations.</p> <ul style="list-style-type: none"> <i>I can use my writing to show how characters think and feel.</i> <p>CC.1.4.2 P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <ul style="list-style-type: none"> <i>I can use sequence words to place my story events in the correct order and write an ending for my story.</i> <p>CC.1.4.2 Q Choose words and phrases for effect</p> <ul style="list-style-type: none"> <i>I can use different words in my writing to make it more interesting.</i> <p>CC.1.4.2 R Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <i>I can capitalize the beginning of a sentence and use the correct end punctuation.</i> <i>I can spell words drawing on common spelling patterns.</i> <i>I can use reference material as needed.</i> 	
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		<p>CC.1.4.2 T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <ul style="list-style-type: none">• <i>I can strengthen my writing by revising and editing.</i> <p>CC.1.4.2 U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <ul style="list-style-type: none">• <i>I can write and publish using digital tools with help from my teacher and friends.</i> <p>CC.1.4.2 V Participate in individual or shared research and writing projects.</p> <ul style="list-style-type: none">• <i>I can write research projects on my own or with a friend.</i> <p>CC.1.4.2 W Recall information from experiences or gather information from provided sources to answer a question.</p> <ul style="list-style-type: none">• <i>I can use what I know or get the information I need to answer questions.</i> <p>CC.1.4.2 X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <ul style="list-style-type: none">• <i>I can write for a long or short period of time based on the type of writing I have to do.</i>	
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Domain Specific Vocabulary: Informational	Domain Specific Vocabulary: Literature	Domain Specific Vocabulary: Writing	Domain Specific Vocabulary: Speaking and Listening
<p>*Continue to discuss vocabulary from previous unit</p> <p><u>Unit 2</u></p> <p>Narrative Non-Fiction</p> <p>Context</p> <p>Summarize</p> <p>Sequence</p> <p>Background Knowledge</p> <p>Chapter</p> <p>Heading</p> <p>Home Page</p> <p>Internet</p> <p>Clue Words</p> <p>Draw Conclusion</p> <p><u>Unit 3</u></p>	<p>*Continue to discuss vocabulary from previous unit</p> <p><u>Unit 2</u></p> <p>Cause</p> <p>Effect</p> <p>Context</p> <p>Summarize</p> <p>Sequence</p> <p>Background Knowledge</p> <p>Story Structure</p> <p>Folk Tale</p> <p>Moral</p> <p>Conflict</p> <p>Theme</p> <p>Repetition</p> <p>Fable</p> <p>Idiom</p> <p>Inferring</p> <p><u>Unit 3</u></p> <p>Fantasy</p>	<p>*Continue to discuss vocabulary from previous unit</p> <p><u>Unit 2</u></p> <p>Noun</p> <p>Common Noun</p> <p>Collective Noun</p> <p>Descriptive</p> <p>Singular Noun</p> <p>Plural Noun</p> <p>Homophone</p> <p>Possessive Noun</p> <p><u>Unit 3</u></p> <p>Verb</p> <p>Antonym</p> <p>Autobiography</p> <p>Subject/Verb agreement</p> <p>Prefix</p> <p>Verbs with Singular and Plural</p> <p>Nouns</p> <p>Uppercase Letter</p> <p>Compound Words</p>	<p>*Continue to discuss vocabulary from previous unit</p> <p>Discussion</p> <p>Media</p> <p>Turn and talk</p> <p>Collaborate</p> <p>Questioning</p> <p>Voice</p> <p>Visualize</p>

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Questioning	Questioning	Action Verb	
Picture Graph	Plot		
Autobiography	Visualize		
Draw Conclusions	Historical Fiction		
Visualize	Narrative Poem		
Magazine	Repetition		
Newspaper			
Index			
Fact/ Opinion			
Biography			
Chronological Order			

Resources	Resources	Resources	Resources
Pearson Reading Streets 2013 edition Unit 3 Resources	Pearson Reading Streets 2013 edition Unit 2 Resources	Pearson Reading Streets 2013 edition Unit 2 Resources	Pearson Reading Streets 2013 edition Unit 2 Resources

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<p>Pearson Reading Streets 2013 edition Unit 3 Resources</p> <p>SAS Portal</p>	<p>Pearson Reading Streets 2013 edition Unit 3 Resources</p> <p>SAS Portal</p>	<p>Pearson Reading Streets 2013 edition Unit 3 Resources</p> <p>SAS Portal</p>	<p>Pearson Reading Streets 2013 edition Unit 3 Resources</p> <p>SAS Portal</p>
<p>Performance Tasks/Assessments</p>	<p>Performance Tasks/Assessments</p>	<p>Performance Tasks/Assessments</p>	<p>Performance Tasks/Assessments</p>
<p>Pearson Reading Streets 2013 edition Unit 2 Assessments</p> <p>Pearson Reading Streets 2013 edition Unit 3 Assessment</p>	<p>Pearson Reading Streets 2013 edition Unit 2 Assessments</p> <p>Pearson Reading Streets 2013 edition Unit 3 Assessment</p>	<p>Pearson Reading Streets 2013 edition Unit 2 Assessments</p> <p>Pearson Reading Streets 2013 edition Unit 3 Assessment</p>	<p>Pearson Reading Streets 2013 edition Unit 2 Assessments</p> <p>Pearson Reading Streets 2013 edition Unit 3 Assessment</p>

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DRA DIBELS MAP - Reading	DRA DIBELS MAP - Reading	DRA DIBELS MAP - Reading	DRA DIBELS
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Course/ Grade:	English Language Arts/ 2 nd grade	Instructional Unit:	Module 3	Suggested Timeline:	12 weeks
<p>Overview: In this module, students closely examine and use specific aspects of the text to describe the key ideas or characters. Specifically, they begin to explore how the author uses elements of one text. Students learn how authors craft differences in the points of views of characters. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding.</p> <p>Students form an opinion and write pieces that include reasons to support the opinion in an organized structure with a sense of closure.</p> <p>They identify and develop informational topics and write pieces with organized and sequential information including a conclusion. They will introduce a topic that includes facts and/or definitions. They choose words and phrases for effect. Their writing is organized and includes carefully chosen words and phrases that add to the writing. They use narrative writing to describe experiences and events that show the response of characters to different situations; they write narrative pieces to establish a situation and introduce a narrator and/or characters and include a sequential pattern using temporal words for transition. They show increased proficiency with grade level conventions of language as they write. Student writing demonstrates a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>			<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do good readers, writers, and speakers utilize key ideas and details to comprehend, compose and communicate literature and informational text? • How do good readers understand how an author develops ideas, concepts, characters, and experiences? 		

Essential Learning Targets:

At the end of this module, students will be able to independently use their learning to:

- Determine the explicit meaning from informational text and literature to demonstrate understanding
- Demonstrate the ability to recount the text in detail
- Make connection using textual evidence
- Identify the main idea and key details of a multi-paragraph text
- Determine the moral or central message of a story
- Use sequencing to understand and retell the text
- Support an opinion with reasons that include details
- Make a connection between events, concepts or steps in a procedure while using textual evidence
- Explain how authors craft differences in the points of views of characters.
- Use textual features or elements to demonstrate and clarify understanding of the author’s message
- Use an organized structure to write informative pieces
- Apply grade level conventions of language in their writing
- Carefully chose words and phrases to enhance their writing

Reading Informational Text	Reading Literature	Writing	Speaking and Listening
<p>CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <ul style="list-style-type: none"> • <i>I can identify the main idea of a text with more than one paragraph.</i> • <i>I can explain the focus (big idea) of each paragraph in a text.</i> <p>CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> • <i>I can identify who, what, where, when, why, and how to answer questions about a fictional text.</i> 	<p>CC.1.3.2 A Recount stories and determine their central message, lesson, or moral.</p> <ul style="list-style-type: none"> • <i>I can identify recount/retell (put it into my own words) stories.</i> • <i>I can identify and explain the central message and/or moral (over all idea and author is trying to share.)</i> <p>C.C.1.3.2 B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> • <i>I can identify who, what, where, when, why, and how to answer questions about an informational text.</i> • <i>I can ask and answer</i> 	<p>CC.1.4.2 A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • <i>I can select a topic and identify information (facts and definitions) to share.</i> • <i>I can use facts and definitions to share points and ideas about my topic.</i> <p>CC.1.4.2 B Identify and introduce the topic.</p> <ul style="list-style-type: none"> • <i>I can identify and introduce the topic.</i> <p>CC.1.4.2 C Develop the topic with facts and/or definitions</p> <ul style="list-style-type: none"> • <i>I can identify topic with facts and/or definitions</i> <p>CC.1.4.2 D Group information and provide a concluding statement or section.</p>	<p>CC1.5.2 A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • <i>I can identify and follow the agreed upon rules for discussion.</i> • <i>I can make connections between the comments of others.</i> • <i>I can ask questions when I do not understand</i> <p>CC1.5.2 B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <ul style="list-style-type: none"> • <i>I can identify information from a text being read</i>

<p>CC.1.2.2C Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <ul style="list-style-type: none"> • <i>I can identify scientific ideas or concept.</i> • <i>I can identify the steps in a process.</i> • <i>I can explain how the steps in a process connect.</i> <p>CC.1.2.2E Use various text features and search tools to locate key facts or information in a text efficiently.</p> <ul style="list-style-type: none"> • <i>I can explain and give examples of text features.</i> • <i>I can explain how text features help locate key facts or information.</i> • <i>I can locate key facts or information about a topic using text features.</i> <p>CC.1.2.2 F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.</p> <ul style="list-style-type: none"> • <i>I can figure out what unknown words mean when I'm reading.</i> <p>CC.1.2.2. G Explain how graphic representations contribute to and clarify a text.</p> <ul style="list-style-type: none"> • <i>I can explain how graphic representations (maps, bar graphs, etc.) add to the text and help me</i> 	<p><i>questions before, during, and after reading a text.</i></p> <p>C.C.1.3.2 C Describe how characters in a story respond to major events and challenges.</p> <ul style="list-style-type: none"> • <i>I can identify characters in a story.</i> • <i>I can describe how characters react to events and challenges in a story.</i> <p>C.C.1.3.2 D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <ul style="list-style-type: none"> • <i>I can use different voices for each character when I read.</i> <p>C.C.1.3.2 E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <ul style="list-style-type: none"> • <i>I can recognize that a story has a beginning, middle, and end.</i> • <i>I can describe how characters, setting, and action are introduced in the story.</i> • <i>I can tell describe how the events at the end of the story let me know happened in the character.</i> <p>C.C.1.3.2 F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <ul style="list-style-type: none"> • <i>I can explain how the rhythm from words and phrases help me understand what I am reading.</i> <p>C.C.1.3.2 I Determine or clarify the</p>	<ul style="list-style-type: none"> • <i>I can present my ideas in writing and provide concluding statement or section.</i> <p>CC.1.4.2 E Choose words and phrases for effect.</p> <ul style="list-style-type: none"> • <i>I can use different words in my writing to make it more interesting.</i> <p>CC.1.4.2 F Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • <i>I can capitalize the beginning of a sentence and use the correct end punctuation.</i> • <i>I can spell words drawing on common spelling patterns.</i> <p>CC.1.4.2 G Write opinion pieces on familiar topics or texts.</p> <ul style="list-style-type: none"> • <i>I can write an opinion piece about something I know.</i> <p>CC.1.4.2 H Identify the topic and state an opinion.</p> <ul style="list-style-type: none"> • <i>I can identify the topic and state an opinion.</i> <p>CC.1.4.2 I Support the opinion with reasons that include details connected to the opinion.</p> <ul style="list-style-type: none"> • <i>I can state my opinion and give details that support my opinion</i> <p>CC.1.4.2 J Create an organizational structure that includes reasons and includes a concluding statement.</p> <ul style="list-style-type: none"> • <i>I can complete a graphic organizer to help organize the reasons for my opinion.</i> <p>CC.1.4.2 K Use a variety of words and</p>	<p><i>aloud.</i></p> <ul style="list-style-type: none"> • <i>I can identify information that is presented in different formats (media, charts, graphs, websites, and speeches).</i> • <i>I can describe key ideas or details from a text or presentation.</i> <p>CC1.5.2 C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <ul style="list-style-type: none"> • <i>I can ask questions about a presentation when I do not understand or need more information.</i> • <i>I can answer questions about a speaker's presentation.</i> <p>CC1.5.2 D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <ul style="list-style-type: none"> • <i>I can tell a story with facts and details in a complete sentence.</i> <p>CC1.5.2 E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <ul style="list-style-type: none"> • <i>I can recognize a complete sentence.</i> • <i>I can speak using</i>
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<p><i>understand it.</i></p> <p>CC.1.2.2. J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <ul style="list-style-type: none"> <i>I can learn and use second grade vocabulary.</i> <p>CC.1.2.2. K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p> <ul style="list-style-type: none"> <i>I can figure out the meaning of unknown words and multiple meaning words and phrases.</i> 	<p>meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p> <ul style="list-style-type: none"> <i>I can figure out the meaning of unknown words and multiple meaning words and phrases.</i> <p>C.C.1.3.2 J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <ul style="list-style-type: none"> <i>I can learn and use second grade vocabulary.</i> <p>C.C.1.3.2 K Read and comprehend literature on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> <i>I can recognize when the text I am reading is too easy or too difficult for me.</i> <i>I can use reading strategies (ex. Ask questions, make connections, visualize, reread) that will help me understand difficult texts.</i> 	<p>phrases to appeal to the audience.</p> <ul style="list-style-type: none"> <i>I can use different words to hook my audience.</i> <p>CC.1.4.2 L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> <i>I can capitalize the beginning of a sentence and use the correct end punctuation.</i> <i>I can spell words drawing on common spelling patterns.</i> <i>I can use reference material as needed.</i> <p>CC.1.4.2 T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <ul style="list-style-type: none"> <i>I can strengthen my writing by revising and editing.</i> <p>CC.1.4.2 U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <ul style="list-style-type: none"> <i>I can write and publish using digital tools with help from my teacher and friends.</i> <p>CC.1.4.2 V Participate in individual or shared research and writing projects.</p> <ul style="list-style-type: none"> <i>I can write research projects on my own or with a friend.</i> <p>CC.1.4.2 W Recall information from experiences or gather information from provided sources to answer a question.</p> <ul style="list-style-type: none"> <i>I can use what I know or get the information I need to answer questions.</i> <p>CC.1.4.2 X Write routinely over extended time frames (time for</p>	<p><i>complete sentences when asked to provide details or clarification.</i></p> <p>CC1.5.2 F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p> <ul style="list-style-type: none"> <i>I can read aloud stories or poems and use my voice to make them come to life. (Adjust the volume of my voice, make exclamations, change the pace.)</i> <i>I can speak clearly and at an understandable pace (speed) when creating audio recordings of stories and poems.</i> <i>I can add drawing or visual displays (ex illustrations, graphs, photos) to make my ideas, thoughts, and feelings clear.</i> <p>CC1.5.2 G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.</p> <ul style="list-style-type: none"> <i>I can speak fluently using the expression that matches the situation.</i>
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		<p>research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <ul style="list-style-type: none"> <i>I can write for a long or short period of time based on the type of writing I have to do.</i> 	
Domain Specific Vocabulary: Informational	Domain Specific Vocabulary: Literature	Domain Specific Vocabulary: Writing	Domain Specific Vocabulary: Speaking and Listening
<p>*Continue to discuss vocabulary from previous units</p> <p><u>Unit 3</u></p> <p>Questioning</p> <p>Picture Graph</p> <p>Autobiography</p> <p>Draw Conclusions</p> <p>Visualize</p> <p>Magazine</p> <p>Newspaper</p>	<p>*Continue to discuss vocabulary from previous units</p> <p><u>Unit 3</u></p> <p>Fantasy</p> <p>Questioning</p> <p>Plot</p> <p>Visualize</p> <p>Historical Fiction</p> <p>Narrative Poem</p> <p>Repetition</p> <p><u>Unit 4</u></p>	<p>*Continue to discuss vocabulary from previous units</p> <p><u>Unit 3</u></p> <p>Verb</p> <p>Antonym</p> <p>Autobiography</p> <p>Subject/Verb agreement</p> <p>Prefix</p> <p>Verbs with Singular and Plural</p> <p>Nouns</p> <p>Uppercase Letter</p> <p>Compound Words</p> <p>Action Verb</p> <p><u>Unit 4</u></p> <p>Friendly Letter</p> <p>Persuade</p>	<p>*Continue to discuss vocabulary from previous units</p> <p>Discussion</p> <p>Media</p> <p>Turn and talk</p> <p>Collaborate</p> <p>Questioning</p> <p>Voice</p> <p>Visualize</p> <p>Make an Announcement</p> <p>Monitor</p> <p>Clarify</p>

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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
Pearson Reading Streets 2013 edition Unit 3 Assessments	Pearson Reading Streets 2013 edition Unit 3 Assessments	Pearson Reading Streets 2013 edition Unit 3 Assessments	Pearson Reading Streets 2013 edition Unit 3 Assessments
Pearson Reading Streets 2013 edition Unit 4 Assessment	Pearson Reading Streets 2013 edition Unit 4 Assessment	Pearson Reading Streets 2013 edition Unit 4 Assessment	Pearson Reading Streets 2013 edition Unit 4 Assessment

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Course/ Grade:	English Language Arts/ 2 nd grade	Instructional Unit:	Module 4	Suggested Timeline:	7-9 weeks
Overview: In this module, students closely examine and use specific aspects of texts, including graphic representations or different versions of the same story, to describe the key ideas or characters. Specifically, they explore how authors use these elements across texts. They identify and develop informational topics and write pieces with organized and sequential information including a conclusion. They choose words and phrases for effect. They write opinion pieces that include details and support connected to the opinion in an organized manner that includes reasons and a concluding statement. Student writing demonstrates a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.			Essential Questions: <ul style="list-style-type: none"> How do good readers, writers, and speakers integrate their knowledge and ideas to communicate, comprehend, compose, and communicate fiction/nonfiction texts? 		
Essential Learning Targets: At the end of this module, students will be able to independently use their learning to: <ul style="list-style-type: none"> Use graphic representations or different versions of the same story to describe the key ideas or characters Compare how different authors use elements within and across texts. Write opinion pieces that include supportive reasons, variety in word choice, and an organizational structure Write informative pieces that include a clear topic supported by facts with a coherent structure Apply grade appropriate punctuation, grammar, and spelling to their writing 					
Reading Informational Text	Reading Literature	Writing	Speaking and Listening		
CC.1.2.2. G Explain how graphic representations contribute to and clarify	C.C.1.3.2 G Use information from illustrations and words, in print or digital	CC.1.4.2 A Write informative/explanatory texts to examine a topic	CC1.5.2 A Participate in collaborative conversations with		

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<p>a text.</p> <ul style="list-style-type: none"> <i>I can explain how graphic representations (maps, bar graphs, etc.) add to the text and help me understand it.</i> <p>CC.1.2.2. I Compare and contrast the most important points presented by two texts on the same topic.</p> <ul style="list-style-type: none"> I can compare and contrast two texts on the same topic. <p>CC.1.2.2. J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <ul style="list-style-type: none"> <i>I can learn and use second grade vocabulary.</i> 	<p>text, to demonstrate understanding of characters, setting, or plot.</p> <ul style="list-style-type: none"> <i>I can information and words to show that I understand what I read.</i> <p>C.C.1.3.2 H Compare and contrast two or more versions of the same story by different authors or from different culture.</p> <ul style="list-style-type: none"> <i>I can compare or contrast two or more versions of the same story by different authors..</i> <p>C.C.1.3.2 I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p> <ul style="list-style-type: none"> <i>I can figure out the meaning of unknown words and multiple meaning words and phrases.</i> <p>C.C.1.3.2 J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <ul style="list-style-type: none"> <i>I can learn and use second grade vocabulary.</i> <p>C.C.1.3.2 K Read and comprehend literature on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> <i>I can recognize when the text I am reading is too easy or too difficult for me.</i> <i>I can use reading strategies (ex. Ask questions, make connections, visualize, reread) that will help me understand difficult texts.</i> 	<p>and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <i>I can select a topic and identify information (facts and definitions) to share.</i> <i>I can use facts and definitions to share points and ideas about my topic.</i> <p>CC.1.4.2 B Identify and introduce the topic.</p> <ul style="list-style-type: none"> <i>I can identify and introduce the topic.</i> <p>CC.1.4.2 C Develop the topic with facts and/or definitions</p> <ul style="list-style-type: none"> <i>I can identify topic with facts and/or definitions</i> <p>CC.1.4.2 D Group information and provide a concluding statement or section.</p> <ul style="list-style-type: none"> <i>I can present my ideas in writing and provide concluding statement or section.</i> <p>CC.1.4.2 E Choose words and phrases for effect.</p> <ul style="list-style-type: none"> <i>I can use different words in my writing to make it more interesting.</i> <p>CC.1.4.2 F Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <i>I can capitalize the beginning of a sentence and use the correct end punctuation.</i> <p>CC.1.4.2 G Write opinion pieces on familiar topics or texts.</p> <ul style="list-style-type: none"> <i>I can write an opinion piece about something I know.</i> <p>CC.1.4.2 H Identify the topic and state</p>	<p>peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <i>I can identify and follow the agreed upon rules for discussion.</i> <i>I can make connections between the comments of others.</i> <i>I can ask questions when I do not understand</i> <p>CC1.5.2 B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <ul style="list-style-type: none"> <i>I can identify information from a text being read aloud.</i> <i>I can identify information that is presented in different formats (media, charts, graphs, websites, and speeches).</i> <i>I can describe key ideas or details from a text or presentation.</i> <p>CC1.5.2 C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <ul style="list-style-type: none"> <i>I can ask questions about a presentation when I do not understand or need more information.</i> <i>I can answer questions</i>
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		<p>an opinion.</p> <ul style="list-style-type: none"> • <i>I can identify the topic and state an opinion.</i> <p>CC.1.4.2 I Support the opinion with reasons that include details connected to the opinion.</p> <ul style="list-style-type: none"> • <i>I can state my opinion and give details that support my opinion</i> <p>CC.1.4.2 J Create an organizational structure that includes reasons and includes a concluding statement.</p> <ul style="list-style-type: none"> • <i>I can complete a graphic organizer to help organize the reasons for my opinion.</i> <p>CC.1.4.2 K Use a variety of words and phrases to appeal to the audience.</p> <ul style="list-style-type: none"> • <i>I can use different words to hook my audience.</i> <p>CC.1.4.2 L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> • <i>I can capitalize the beginning of a sentence and use the correct end punctuation.</i> • <i>I can spell words drawing on common spelling patterns.</i> • <i>I can use reference material as needed.</i> <p>CC.1.4.2 U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <ul style="list-style-type: none"> • <i>I can write and publish using digital tools with help from my teacher and friends.</i> <p>CC.1.4.2 W Recall information from experiences or gather information from provided sources to answer a question.</p>	<p><i>about a speaker's presentation.</i></p> <p>CC1.5.2 D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <ul style="list-style-type: none"> • <i>I can tell a story with facts and details in a complete sentence.</i> <p>CC1.5.2 E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <ul style="list-style-type: none"> • <i>I can recognize a complete sentence.</i> • <i>I can speak using complete sentences when asked to provide details or clarification.</i> <p>CC1.5.2 G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.</p> <ul style="list-style-type: none"> • <i>I can speak fluently using the expression that matches the situation.</i>
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		<ul style="list-style-type: none"> <i>I can use what I know or get the information I need to answer questions.</i> <p>CC.1.4.2 X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <ul style="list-style-type: none"> <i>I can write for a long or short period of time based on the type of writing I have to do.</i> 	
Domain Specific Vocabulary: Informational	Domain Specific Vocabulary: Literature	Domain Specific Vocabulary: Writing	Domain Specific Vocabulary: Speaking and Listening
<p>*Continue to discuss vocabulary from previous units</p> <p><u>Unit 5</u></p> <p>Almanac</p> <p>Procedure</p> <p><u>Unit 6</u></p> <p>Graphic Sources</p>	<p>*Continue to discuss vocabulary from previous units</p> <p><u>Unit 5</u></p> <p>Drama</p> <p>Stage Direction</p> <p>Narrator</p> <p>Free Verse</p> <p>Idiom</p> <p>Fantasy</p> <p><u>Unit 6</u></p> <p>Alliteration</p> <p>Author’s Message</p>	<p>*Continue to discuss vocabulary from previous units</p> <p><u>Unit 5</u></p> <p>Pronoun</p> <p>Dialogue</p> <p>Free Verse</p> <p>Journal</p> <p>Compound Word</p> <p><u>Unit 6</u></p> <p>Time order transition words</p> <p>Topic</p> <p>Alliteration</p> <p>Topic</p>	<p>*Continue to discuss vocabulary from previous units</p> <p><u>Unit 5</u></p> <p>Discussion</p> <p>Media</p> <p>Turn and talk</p> <p>Collaborate</p> <p>Questioning</p> <p>Voice</p> <p>Visualize</p> <p>Make an Announcement</p> <p>Monitor</p> <p>Clarify</p> <p>Maintain focus</p> <p>Tone</p>

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Chart		Dialogue Punctuation Compound Sentence	
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Resources	Resources	Resources	Resources
Pearson Reading Streets 2013 edition Unit 5 Resources Pearson Reading Streets 2013 edition Unit 6 Resources SAS Portal	Pearson Reading Streets 2013 edition Unit 5 Resources Pearson Reading Streets 2013 edition Unit 6 Resources SAS Portal	Pearson Reading Streets 2013 edition Unit 5 Resources Pearson Reading Streets 2013 edition Unit 6 Resources SAS Portal	Pearson Reading Streets 2013 edition Unit 5 Resources Pearson Reading Streets 2013 edition Unit 6 Resources SAS Portal

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Pearson Reading Streets 2013 edition Unit 6 Assessment	Pearson Reading Streets 2013 edition Unit 6 Assessment	Pearson Reading Streets 2013 edition Unit 6 Assessment	Pearson Reading Streets 2013 edition Unit 6 Assessment
DRA	DRA	DRA	DRA
DIBELS	DIBELS	DIBELS	DIBELS
MAP - Reading	MAP - Reading	MAP - Reading	MAP - Reading