

Quarter 1	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">A</p> <p style="text-align: center;">August 22, 2012 through September 7, 2012</p>	Indicators which are addressed and assessed			
		2.1.1b Distinguish the positions of beginning, middle, and end within single and multi-syllable words		
	Resources Treasures, Fountas & Pinnell, Being A Writer, Making Meaning, 6 Traits, Lucy Caulkins			
	Indicators which are addressed (not necessarily assessed)			
	2.4.1 Create a list of ideas for writing	2.RF.3a distinguish long and short vowels when reading regularly spelled one-syllable words 2.RL.5 describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the actions 2.RL.7 use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	2.6.2a Identify complete sentences versus incomplete sentences 2.L.1f produce, expand, and rearrange complete simple sentences 2.6.3 Place words in correct order in written sentences 2.6.1b Space words and sentences properly so that writing can be read easily by another person 2.6.1a Form printed letters correctly. 2.RF.1 print concepts	2.SL.1 participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups a. follow agreed upon rules for discussion b. build on others' conversations by linking their comments to the remarks of others c. ask for clarification and further explanation as needed about the topics and texts under discussion 2.SL.2 recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.3 ask and answer questions about what a speaker in order to

				clarify comprehension, to gather additional information, or deepen understanding of a topic or issue.
Instructional Strategies/Suggestions	Guided Reading, Writers Workshop			
Upcoming topics assessed	Complete verses incomplete sentences, reality verses fantasy			

Quarter 1	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">B</p> <p style="text-align: center;">September 10, 2012 through September 28, 2012</p>	Indicators which are addressed and assessed			
	2.6.2 Write in complete sentences	2.1.1c Choose the sound that matches the correct positions within the printed word (beginning, middle, end) 2.3.6a Identify and list the characteristics of fantasy texts such as animals talking, impossible actions	2.6.2a Identify complete sentences versus incomplete sentences 2.L.1f produce, expand, and rearrange complete simple sentences	
	Resources Treasures, Fountas & Pinnell, Being A Writer, Making Meaning, 6 Traits, Lucy Caulkins			
Indicators which are addressed (not necessarily assessed)				
2.5.6a Write for different purposes such as to persuade, to inform, to entertain 2.5.6b Define audience in relation to writing; examples: parents, teacher, friend, principal, government, self, etc. 2.W.5 with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2.3.3a Define the words compare and contrast 2.RF.3a distinguish long and short vowels when reading regularly spelled one-syllable words 2.RL.3 describe how characters in a story respond to major events and challenges 2.RL.5 describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the actions 2.RL.6 acknowledge differences in the points of view of characters, including by speaking in	2.6.4a Define verb 2.6.3 Place words in correct order in written sentences	2.SL.1 participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups a. follow agreed upon rules for discussion b. build on others' conversations by linking their comments to the remarks of others c. ask for clarification and further explanation as needed about the topics and texts under discussion 2.SL.2 recount or describe key ideas or details from a text read aloud or information presented orally or	

		<p>a different voice for each character when reading dialogue aloud</p> <p>2.RL.7 use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p>		<p>through other media.</p> <p>2.SL.3 ask and answer questions about what a speaker in order to clarify comprehension, to gather additional information, or deepen understanding of a topic or issue.</p> <p>2.SL.6 produce complete sentences when appropriate and situation in order to provide requested detail or clarification</p>
<p>Instructional Strategies/Suggestions</p>	<p>Meet Rosina Readers Theatre Guided Reading, Writers Workshop</p>			
<p>Upcoming topics assessed</p>	<p>Authors purpose, story structure</p>			

Quarter 1	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">C</p> <p style="text-align: center;">October 1, 2012 through October 19, 2012</p>	Indicators which are addressed and assessed			
	<p>2.5.6a Write for different purposes such as to persuade, to inform, to entertain</p>	<p>2.3.6b Identify and list characteristics of reality texts such as the events are possible and characters act in natural ways.</p> <p>2.RF.3a distinguish long and short vowels when reading regularly spelled one-syllable words</p> <p>2.RL.5 describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the actions</p> <p>2.RL.7 use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p>	<p>2.6.4b Categorize nouns and verbs</p> <p>2.L.1a use a collective nouns</p> <p>2.L.1f produce, expand, and rearrange complete compounds sentences</p>	
	Resources			
	Treasures, Fountas & Pinnell, Being A Writer, Making Meaning, 6 Traits, Lucy Caulkins			
Indicators which are addressed (not necessarily assessed)				
<p>2.5.6c Write to a specific audience or person.</p> <p>2.W.3 write narratives in which they recount a</p>	<p>2.1.2a Recognize various spelling patterns in order to sound out/chunk new words such as doubling the consonant and dropping the final e before</p>	<p>2.L.1c use reflexive pronouns (myself, ourselves)</p>	<p>2.SL.1 participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in</p>	

	<p>well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure</p> <p>2.5.1a Write a brief narrative in sequential order</p> <p>2.4.2b Group related ideas together to maintain a consistent focus in writing</p> <p>2.5.1b Write a brief narrative which includes setting, characters, objects, and events in detail</p> <p>2.W.8 recall information from experiences or gather information from provided sources to answer a question</p>	<p>adding a suffix; change “y” to “i” and add “es”</p> <p>2.RF.3b know spelling sound correspondences for additional common vowel teams</p> <p>2.RF.3e identify words with inconsistent but common spelling-sound correspondence</p> <p>2.RF.3f recognize and read grade appropriate irregularly spelled words</p>		<p>small and larger groups</p> <p>a. follow agreed upon rules for discussion</p> <p>b. build on others’ conversations by linking their comments to the remarks of others</p> <p>c. ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.SL.3 ask and answer questions about what a speaker in order to clarify comprehension, to gather additional information, or deepen understanding of a topic or issue.</p> <p>2.SL.6 produce complete sentences when appropriate and situation in order to provide requested detail or clarification</p>
<p>Instructional Strategies/Suggestions</p>	<p>Guided Reading, Writers Workshop</p>			
<p>Upcoming topics assessed</p>	<p>Nouns/ Verbs, Letter Sounds</p>			

Quarter 2	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">A</p> <p style="text-align: center;">October 22, 2012 through November 9, 2012</p>	Indicators which are addressed and assessed			
		<p>2.1.1a Apply letter sounds to pronounce unfamiliar words</p> <p>2.RF.3f recognize and read grade appropriate irregularly spelled words</p>	<p>2.6.3 Place words in correct order in written sentences. Be aware English Language Learners (ELL) may have specific issues with this standard due to word order in their native language</p> <p>2.L.1a use a collective nouns</p> <p>2.L.1c use reflexive pronouns (myself, ourselves)</p>	
	<p style="text-align: center;">Resources Resources</p> <p style="text-align: center;">Treasures, Fountas & Pinnell, Being A Writer, Making Meaning, 6 Traits, Lucy Caulkins</p>			
	Indicators which are addressed (not necessarily assessed)			
<p>2.4.3 Find ideas for writing stories and descriptions in pictures or books</p> <p>2.W.5 with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>2.1.2a Recognize various spelling patterns in order to sound out/chunk new words such as doubling the consonant and dropping the final e before adding a suffix; change “y” to “i” and add “es”</p> <p>2.RF.3b know spelling sound correspondences for additional common vowel teams</p> <p>2.RF.3e identify words with inconsistent but common spelling-sound correspondence</p>	<p>2.6.4c Correctly write nouns and verbs in sentences</p> <p>2.5.5a Define “describing words”/“adjectives”</p> <p>2.L.1e use adjectives and adverbs</p> <p>2.6.4a Define “verb”</p> <p>2.6.4b Categorize nouns and verbs</p>	<p>2.1.5a Pronounce plural endings on words when speaking in conversation</p> <p>2.7.1a Define the different purposes for listening, for example, to obtain information, to solve problems, or to enjoy humor</p> <p>2.7.2a List question words: who, what, when, where, why, how, which.</p> <p>2.SL.1 participate in collaborative conversations with diverse partners about grade 2 topics and texts</p>	

				<p>with peers and adults in small and larger groups</p> <ul style="list-style-type: none"> a. follow agreed upon rules for discussion b. build on others' conversations by linking their comments to the remarks of others c. ask for clarification and further explanation as needed about the topics and texts under discussion <p>2.SL.2 recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.SL.3 ask and answer questions about what a speaker in order to clarify comprehension, to gather additional information, or deepen understanding of a topic or issue.</p> <p>2.SL.6 produce complete sentences when appropriate and situation in order to provide requested detail or clarification</p> <p>\</p>
<p>Instructional Strategies/Suggestions</p>	<p>Guided Reading, Writers Workshop</p>			
<p>Upcoming topics assessed</p>	<p>Reg./irregular spelling patterns, compound words</p>			

Quarter 2	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">B</p> <p style="text-align: center;">November 12, 2012 through November 30, 2012</p>	Indicators which are addressed and assessed			
		<p>2.2.1a Select a book to find certain desired information based on the book's title, for example, to learn about cats, choose a book called House Cats</p> <p>2.RF.3b know spelling sound correspondences for additional common vowel teams</p> <p>2.RF.3e identify words with inconsistent but common spelling-sound correspondence</p>	<p>2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words such as lunchtime, lunchroom, daydream, raindrop.</p> <p>2.L.4 d use knowledge of the meaning of ind. words to predict the meaning of compound words</p> <p>2.1.4 Recognize common abbreviations (Jan., Fri.)</p>	
	<p style="text-align: center;">Resources</p> <p style="text-align: center;">Treasures, Fountas & Pinnell, Being A Writer, Making Meaning, 6 Traits, Lucy Caulkins</p>			
Indicators which are addressed (not necessarily assessed)				
<p>2.5.6a Write for different purposes such as to persuade, to inform, to entertain</p>	<p>2.RF.3c decode regularly spelled two-syllable words with long vowels</p> <p>2.3.3a Define the words compare and contrast</p> <p>2.RI.9 compare and contrast the most important points presented by two points on the same topic</p> <p>2.RL.3 describe how characters in a story respond to major events and challenges</p> <p>2.RL.6 acknowledge differences in the points of view of characters,</p>	<p>2.6.5a Use commas in the greeting (Dear Sam,) and closing of a letter (Love, or Your friend,)</p> <p>2.6.5b Use commas in writing dates (March 22, 2010)</p> <p>2.L.2b use commas in greetings and closings of letters</p> <p>2.L1 d form and use the past tense of frequently occurring irregular verbs</p> <p>2.L.1e use adjectives and adverbs</p>	<p>2.7.3a Define "paraphrase"</p> <p>2.7.6a Pronounce words so they are clearly understood for a discussion or oral report</p> <p>2.SL.1 participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>a. follow agreed upon rules for discussion</p> <p>b. build on others' conversations by linking</p>	

		including by speaking in a different voice for each character when reading dialogue aloud		<p>their comments to the remarks of others</p> <p>c. ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.SL.3 ask and answer questions about what a speaker in order to clarify comprehension, to gather additional information, or deepen understanding of a topic or issue.</p> <p>2.SL.6 produce complete sentences when appropriate and situation in order to provide requested detail or clarification</p>
Instructional Strategies/Suggestions	Treasures			
	Guided Reading, Writers Workshop			
Upcoming topics assessed	Text features, spelling patterns			

Quarter 2	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">C</p> <p style="text-align: center;">December 3, 2012 through December 21, 2012</p>	Indicators which are addressed and assessed			
		<p>2.2.7a Name titles and labels on diagrams, charts, and graphs</p> <p>2.2.1c Analyze chapter headings to find desired specific information</p> <p>2.2.1b Examine the table of contents to locate desired information and on what page that section begins, for example, to find out what cats eat, look at the Table of Contents and find what section would include that information then find the page on which it starts, i.e., "Cat Food...page</p>	<p>2.6.8 Spell words correctly such as was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns</p> <p>2.L.2d generalize learned spelling pattern when writing words</p> <p>2.L1 d form and use the past tense of frequently occurring irregular verbs</p> <p>2.L.1e use adjectives and adverbs</p>	
	<p style="text-align: center;">Resources</p> <p style="text-align: center;">Treasures, Fountas & Pinnell, Being A Writer, Making Meaning, 6 Traits, Lucy Caulkins</p>			
	Indicators which are addressed (not necessarily assessed)			
<p>2.5.6c Write to a specific audience or person.</p> <p>2.4.2a List ideas for a specific writing topic such as what dogs eat, how you groom dogs, exercise needed for dogs, etc.</p>	<p>2.3.3a Define the words compare and contrast</p> <p>2.RI.9 compare and contrast the most important points presented by two points on the same topic</p> <p>2.2.4 Ask and respond to questions to aid comprehension about important elements of informational texts: who, what, when, where, why,</p>	<p>2.1.5b Read nouns with plural "s" and "es" in context</p> <p>2.1.7a Define "antonym" and "synonym"</p> <p>2.6.7a Define "proper noun," e.g., names of specific people, places, events, or things such as Mike, Indiana, Valentine's Day, Jeep</p> <p>2.L.2 a capitalize holidays, product names, and geographic</p>	<p>2.7.7a Identify ways to organize information: chronological, order of importance, spatial</p> <p>2.SL.1 participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>a. follow agreed upon rules for discussion</p> <p>b. build on others' conversations by linking</p>	

		<p>what if, how</p> <p>2.RI.1,2.RL.1 ask and answer such questions as who, what, when, why, and how to demonstrate understanding of key details in a text</p> <p>2.RF.3c decode regularly spelled two-syllable words with long vowels</p> <p>2.RF3.d decode words with common prefixes and suffixes</p>	<p>names.</p> <p>2.L4b determine the meaning of a new word formed when a known prefix is added to a known word</p> <p>2.L4c use known root word as a clue to the meaning of an unknown word with the same root</p>	<p>their comments to the remarks of others</p> <p>c. ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.SL.3 ask and answer questions about what a speaker in order to clarify comprehension, to gather additional information, or deepen understanding of a topic or issue.</p> <p>2.SL.6 produce complete sentences when appropriate and situation in order to provide requested detail or clarification</p>
Instructional Strategies/Suggestions	Guided Reading, Writers Workshop			
Upcoming topics assessed	Word families, rhyming			

Quarter 3	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">A</p> <p style="text-align: center;">January 7, 2013 through January 25, 2013</p>	Indicators which are addressed and assessed			
		<p>2.1.2a Recognize various spelling patterns in order to sound out/chunk new words such as doubling the consonant and dropping the final e before adding a suffix; change “y” to “i” and add “es”</p> <p>2.3.4a Identify rhyming words in poetry or fiction</p> <p>2.2.2 State the purpose for reading, for example, we would read an informational text about pets to decide what kind of animal would make the best pet</p> <p>2.RF.3c decode reg. spelled two-syllable words with long vowels</p> <p>2.RF3.d decode words with common prefixes and suffixes</p>	<p>2.6.4c Correctly write nouns and verbs in sentences</p> <p>2.6.9a Apply knowledge of long and short vowels when spelling</p> <p>2.1.11a Classify words into common word families such as –ale, -est, -ine, -ock, -ump</p> <p>2.L.2d generalize learned spelling pattern when writing words</p>	
	Resources			
	Treasures, Fountas & Pinnell, Being A Writer, Making Meaning, 6 Traits, Lucy Caulkins			
Indicators which are addressed (not necessarily assessed)				
	<p>2.1.6a Read aloud fluently and accurately</p> <p>Schools should have established fluency benchmark measures to ensure students are on track for reading at grade level. Fluency assessments should</p>	<p>2.L.2c use an apostrophe to form contractions</p> <p>2.L4b determine the meaning of a new word formed when a known prefix is added to a known word</p> <p>2.L4c use known root</p>	<p>2.7.12a List descriptive words about people, places, things, and events</p> <p>2.7.13 Recite poems, rhymes, songs, and stories</p> <p>2.7.3a Define "paraphrase"</p> <p>2.SL.1 participate in collaborative conversations with</p>	

		<p>measure comprehension, accuracy, rate, and expression (CARE). 2.RF.4a-c read with sufficient accuracy and fluency to support comprehension 2.2.4 Ask and respond to questions to aid comprehension about important elements of informational texts: who, what, when, where, why, what if, how 2.RI.1,2RL.1 ask and answer such questions as who, what, when, why, and how to demonstrate understanding of key details in a text 2.2.8 Follow two-step written instructions 2.2.10a Recognize time order or cause and effect words to sequence events 2.2.5a Summarize the main idea in grade level text 2.RI.2 identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text 2.RI.3 describe the connection between a series of historical</p>	<p>word as a clue to the meaning of an unknown word with the same root</p>	<p>diverse partners about grade 2 topics and texts with peers and adults in small and larger groups a. follow agreed upon rules for discussion b. build on others' conversations by linking their comments to the remarks of others c. ask for clarification and further explanation as needed about the topics and texts under discussion 2.SL.2 recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.3 ask and answer questions about what a speaker in order to clarify comprehension, to gather additional information, or deepen understanding of a topic or issue. 2.SL.6 produce complete sentences when appropriate and situation in order to provide requested detail or clarification</p>
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		<p>events, scientific ideas, or concepts, or steps in technical procedures in a text (MLK)</p> <p>2.3.4b Explain how authors use rhyme to make stories or poems interesting, i.e., to be funny, to be interesting, to grab attention</p> <p>2.RI.8 describe how reasons support specific points the author makes in a text</p> <p>2.RL.4 describe how words and phrases supply rhythm and meaning in a story, poem, or song</p> <p>2.3.3a Define the words compare and contrast</p> <p>2.RI.9 compare and contrast the most important points presented by two points on the same topic</p>		
Instructional Strategies/Suggestions	Guided Reading, Writers Workshop			
Upcoming topics assessed	5 W's and How, components of friendly letter			

Quarter 3	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">B</p> <p style="text-align: center;">January 28, 2013 through February 14, 2013</p>	Indicators which are addressed and assessed			
		<p>2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation)</p> <p>2.3.4c Identify a group of printed words that begin with the same consonant sounds as in the poem Sarah Sylvia Cynthia Stout by Shel Silverstein</p> <p>2.2.4 Ask and respond to questions to aid comprehension about important elements of informational texts: who, what, when, where, why, what if, how</p> <p>2.RI.1,2.RL.1 ask and answer such questions as who, what, when, why, and how to demonstrate understanding of key details in a text</p>	<p>2.6.5a Use commas in the greeting (Dear Sam,) and closing of a letter (Love, or Your friend,)</p> <p>2.6.5b Use commas in writing dates (March 22, 2010)</p> <p>2.L.2b use commas in greetings and closings of letters</p> <p>2.L.5a/b identify real-life connections between words and their use/distinguish shades of meaning among closely related verbs and related adjectives</p>	
	<p style="text-align: center;">Resources</p> <p style="text-align: center;">Treasures, Fountas & Pinnell, Being A Writer, Making Meaning, 6 Traits, Lucy Caulkins</p>			
Indicators which are addressed (not necessarily assessed)				
<p>2.5.3a Recognize the five components of a friendly letter: date, greeting, body, closing, and signature</p> <p>2.5.3b Include all five components in writing a friendly letter: date, greeting, body, closing, signature</p>	<p>2.3.2a Identify the problem within literary texts</p> <p>2.3.4d Explain how authors use repeating consonant sounds (alliteration) to make stories or poems interesting, e.g., to be</p>	<p>2.1.5f Apply rules for correctly writing plural irregular nouns such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish</p> <p>2.L.b form and use frequently occurring irregular plural nouns</p>	<p>2.7.4a Follow 3- and 4-step oral directions</p> <p>2.7.2a List question words: who, what, when, where, why, how, which.</p> <p>2.7.2b Use question words to ask for clarification and explanation of stories and ideas, e.g., during a visitor's presentation,</p>	

	<p>2.W.5 with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>funny, to be interesting, to grab attention</p> <p>2.RI.8 describe how reasons support specific points the author makes in a text</p> <p>2.RL.4 describe how words and phrases supply rhythm and meaning in a story, poem, or song</p> <p>2.2.10b Use time order or cause and effect words to predict what will come next</p> <p>2.2.3a Define author's purpose in relation to text, i.e., to persuade, to entertain, to inform</p> <p>2.RI.6 identify the main purpose of the text, including what the author wants to answer, explain, or describe</p> <p>2.2.5b Identify and state facts and details which support the main idea</p> <p>2.RI.2 identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text</p> <p>2.RI.3 describe the connection between a series of historical</p>	<p>2.6.9b Apply knowledge of consonant blends when spelling</p> <p>2.L.2d generalize learned spelling pattern when writing words</p> <p>2.L.2c use an apostrophe to frequently occurring possessives</p>	<p>students will ask appropriate questions instead of telling stories</p> <p>2.7.6a Pronounce words so they are clearly understood for a discussion or oral report</p> <p>2.7.8 Retell stories including characters, setting, and plot</p> <p>2.L.6 use words and phrases acquired through conversations, reading and being read to, and responding to text, including using adjectives and adverbs to describe.</p> <p>2.SL.1 participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>a. follow agreed upon rules for discussion</p> <p>b. build on others' conversations by linking their comments to the remarks of others</p> <p>c. ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 recount or describe key ideas or details from a text read</p>
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		<p>events, scientific ideas, or concepts, or steps in technical procedures in a text</p> <p>2.3.3a Define the words compare and contrast</p> <p>2.RI.9 compare and contrast the most important points presented by two points on the same topic</p> <p>2.RL.3 describe how characters in a story respond to major events and challenges</p> <p>2.RL.6 acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</p>		<p>aloud or information presented orally or through other media.</p> <p>2.SL.3 ask and answer questions about what a speaker in order to clarify comprehension, to gather additional information, or deepen understanding of a topic or issue.</p> <p>2.SL.6 produce complete sentences when appropriate and situation in order to provide requested detail or clarification</p>
Instructional Strategies/Suggestions	<p>Super Croc Treasures Guided Reading, Writers Workshop Reader's Theatre</p>			
Upcoming topics assessed	<p>Compare and contrast, capitalization</p>			

Quarter 3	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">C</p> <p style="text-align: center;">February 19, 2013 through March 15, 2013</p>	Indicators which are addressed and assessed			
		<p>2.3.6c Compare and contrast features of fantasy and reality text; recognize the difference between fantasy and reality</p> <p>2.RI.9 compare and contrast the most important points presented by two points on the same topic</p> <p>2.7.9a Distinguish facts versus opinions in resource materials, e.g., people love polar bears (opinion); polar bears have fur (fact)</p> <p>2.2.5a Summarize the main idea in grade level text and Identify and state facts and details which support the main idea</p> <p>2.RI.2 identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text</p>	<p>2.6.7b Capitalize titles of people (Dr., Mr., Mrs., Miss)</p> <p>2.6.7c Capitalize all proper nouns, words at beginning of sentences, greetings, months, days of the week, titles, and initials</p> <p>2.6.7a Define "proper noun," e.g., names of specific people, places, events, or things such as Mike, Indiana, Valentine's Day, Jeep</p> <p>2.L.2 a capitalize holidays, product names, and geographic names.</p> <p>2.6.9c Identify words with r-controlled vowels and spell them correctly, e.g., park, supper, bird, corn, further</p> <p>2.L.2d generalize learned spelling pattern when writing words</p>	
	<p style="text-align: center;">Resources</p> <p style="text-align: center;">Treasures, Fountas & Pinnell, Being A Writer, Making Meaning, 6 Traits, Lucy Caulkins</p>			
Indicators which are addressed (not necessarily assessed)				
<p>2.4.4a Define the reasons to use a dictionary, thesaurus, or atlas</p> <p>2.4.6a Reread writing for meaning and clarity; make changes as needed</p>	<p>2.3.2b Create a different ending to stories</p> <p>2.3.3b Compare and contrast versions of familiar stories from different cultures, i.e.,</p>	<p>2.1.5f Apply rules for correctly writing plural irregular nouns such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish</p>	<p>2.7.1a Define the different purposes for listening, for example, to obtain information, to solve problems, or to enjoy humor</p>	

	<p>2.5.4 Write rhymes and simple poems</p> <p>2.5.6a Write for different purposes such as to persuade, to inform, to entertain</p> <p>2.5.6c Write to a specific audience or person</p> <p>2.W.2 write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section</p> <p>2.W.7 participate in shared research and writing projects</p> <p>2.5.8a Use a variety of resources to gather information for an organized research report, i.e., books, technology, pictures, charts, tables of contents, diagrams</p>	<p>compare fairytales and folktales that have been retold by different cultures, such as The Three Little Pigs and the southwestern/Latino version The Three Little Javelinas by Susan Lowell or different versions of the fairytale</p> <p>2.RL.9 compare and contrast two or more versions of the same story by different authors or from different cultures</p> <p>2.3.7 Identify the meaning or lesson of a story</p> <p>2.RL.2 recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral</p> <p>2.2.11 Identify text that uses sequence or other logical order such as alphabet or number books, logical order for planting a seed, or time (chronological) order</p> <p>2.2.3b Analyze the author's purpose in informational text; specifically describe what the author wants you to learn in informational text</p> <p>2.RI.6 identify the main</p>	<p>2.L.b form and use frequently occurring irregular plural nouns</p> <p>2.L.2e consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>2.L.4e use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>	<p>2.7.1b Identify the purpose for listening in different instances, for example, to obtain information, to solve problems, or to enjoy humor</p> <p>2.7.7a Identify ways to organize information: chronological, order of importance, spatial</p> <p>2.7.9b Report on a topic with supportive facts and details</p> <p>2.L.3 use knowledge of lang. and its convention when writing, speaking, reading, or listening</p> <p>2.SL.1 participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>a. follow agreed upon rules for discussion</p> <p>b. build on others' conversations by linking their comments to the remarks of others</p> <p>c. ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 recount or describe key ideas or details from a text read aloud or information presented orally or</p>
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		purpose of the text, including what the author wants to answer, explain, or describe		through other media. 2.SL.3 ask and answer questions about what a speaker in order to clarify comprehension, to gather additional information, or deepen understanding of a topic or issue. 2.SL.6 produce complete sentences when appropriate and situation in order to provide requested detail or clarification
Instructional Strategies/Suggestions	Guided Reading, Writers Workshop			
Upcoming topics assessed	Summarize, main idea and details			

Quarter 4	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">A</p> <p style="text-align: center;">March 18, 2013 through April 12, 2013</p>	Indicators which are addressed and assessed			
		<p>2.1.1 Classify words by their corresponding rhyming sounds. Clearly pronounce blends and vowel sounds</p> <p>2.3.2a Identify the problem within literary texts</p> <p>2.3.5 Make and confirm predictions about what will happen next in a story</p> <p>2.2.5a Summarize the main idea in grade level text and Identify and state facts and details which support the main idea</p> <p>2.RI.2 identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text</p> <p>2.RI.3 describe the connection between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text</p> <p>2.2.7c Describe the information reported in the diagram, chart, or graph</p> <p>2.RI.5 know and use various (captions, bold print, etc.) text features</p>	<p>2.1.5f Apply rules for correctly writing plural irregular nouns such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish</p> <p>2.L.b form and use frequently occurring irregular plural nouns</p>	

		<p>to locate key facts or information in a text efficiently 2.RI.7 explain how specific images contribute to and clarify a text</p>		
<p>Resources Treasures, Fountas & Pinnell, Being A Writer, Making Meaning, 6 Traits, Lucy Caulkins</p>				
<p>Indicators which are addressed (not necessarily assessed)</p>				
	<p>2.4.5a Demonstrate basic keyboarding skills 2.4.6b Use peer conferencing to assist in revising written work 2.5.5b Incorporate describing words/adjectives in writing 2.5.6a Write for different purposes such as to persuade, to inform, to entertain</p>	<p>2.2.9a Apply context clues to define unknown words in informational text, i.e., use picture clues or words around the unknown word to help decode and understand that word 2.RI.4 determine the meaning of words and phrases in a text relevant to a grade two topic or subject area 2.L.4a use sentence level context as a clue to the meaning of an unknown word with the same root 2.2.3a Define author's purpose in relation to text, i.e., to persuade, to entertain, to inform 2.RI.6 identify the main purpose of the text, including what the author wants to answer, explain, or describe</p>		<p>2.7.4a Follow 3- and 4-step oral directions 2.7.3b Paraphrase (restate in own words) someone else's words and information 2.7.5a Categorize information obtained in research or observation 2.7.10a Arrange given events in a logical order to be retold aloud 2.7.10b Demonstrate sequencing of events when speaking (chronological order, order of importance, spatial order) 2.7.11a Use various resource materials to create a report that will be orally presented 2.SL.1 participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p>

				<p>a. follow agreed upon rules for discussion</p> <p>b. build on others' conversations by linking their comments to the remarks of others</p> <p>c. ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.SL.3 ask and answer questions about what a speaker in order to clarify comprehension, to gather additional information, or deepen understanding of a topic or issue.</p> <p>2.SL.6 produce complete sentences when appropriate and situation in order to provide requested detail or clarification</p>
Instructional Strategies/Suggestions	Guided Reading, Writers Workshop			
Upcoming topics assessed	keyboarding			

Quarter 4	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">B</p> <p style="text-align: center;">April 15, 2013 through May 10, 2013</p>	Indicators which are addressed and assessed			
		<p>2.RI.6 identify the main purpose of the text, including what the author wants to answer, explain, or describe</p> <p>2.2.7c Describe the information reported in the diagram, chart, or graph</p> <p>2.RI.5 know and use various (captions, bold print, etc.) text features to locate key facts or information in a text efficiently</p> <p>2.RI.7 explain how specific images contribute to and clarify a text</p>		
	Resources			
	Treasures, Fountas & Pinnell, Being A Writer, Making Meaning, 6 Traits, Lucy Caulkins			
Indicators which are addressed (not necessarily assessed)				
<p>2.4.5b Use a computer to type a written draft of a piece of writing into a word processing program</p> <p>2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules</p> <p>2.5.6b Define audience in relation to writing; examples: parents, teacher, friend, principal, government, self, etc.</p> <p>2.5.6c Write to a specific</p>	<p>2.2.10a Recognize time order or cause and effect words to sequence events</p> <p>2.2.10b Use time order or cause and effect words to predict what will come next</p> <p>2.2.10c Confirm predictions and conclusions using time order or cause and effect words</p> <p>Time Order: before, first, during, while, as, at the</p>		<p>2.7.4b Give sequential 3- and 4-step oral directions</p> <p>2.7.5b Write a coherent set of notes for a report to be presented orally</p> <p>2.7.10c Retell stories including characters, setting, and plot</p> <p>2.7.11b Gather facts and details to be used in an organized oral report</p> <p>2.7.11c Give an organized</p>	

	<p>audience or person. 2.5.8b Categorize information obtained in research or observation 2.4.5c Use a computer to revise a piece of written work. Such as changing word choice, inserting missing or incomplete information, spell check, etc.</p> <p>2.4.5d Use a computer to create a final published piece of writing using skills such as inserting pictures, choosing font type and size</p> <p>2.W.6 with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers 2.W.1 write opinions pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons, that support the opinion, use linking words to connect opinions and reasons and provide a concluding statement or section</p>	<p>same time, after, then, next, at last, finally, now, when/ Cause and Effect: because, since, therefore, so</p> <p>2.3.2b Create a different ending to stories</p> <p>2.2.3b Analyze the author's purpose in informational text; specifically describe what the author wants you to learn in informational text</p>		<p>report using the facts and details previously gathered 2.7.12a List descriptive words about people, places, things, and events</p> <p>2.7.12b Incorporate descriptive words when speaking about people, places, things, and events 2.SL.1 participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups a. follow agreed upon rules for discussion b. build on others' conversations by linking their comments to the remarks of others c. ask for clarification and further explanation as needed about the topics and texts under discussion 2.SL.2 recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.3 ask and answer questions about what a speaker in order to clarify comprehension, to gather additional information, or deepen</p>
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				<p>understanding of a topic or issue. 2.SL.6 produce complete sentences when appropriate and situation in order to provide requested detail or clarification</p>
<p>Instructional Strategies/Suggestions</p>	<p>Guided Reading, Writers Workshop</p>			
<p>Upcoming topics assessed</p>	<p>Oral presentations, published writing</p>			

Quarter 4	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">C</p> <p style="text-align: center;">May 13, 2013 through June 5, 2013</p>	Indicators which are addressed and assessed			
	Resources			
	Treasures, Fountas & Pinnell, Being A Writer, Making Meaning, 6 Traits, Lucy Caulkins			
Indicators which are addressed (not necessarily assessed)				
	<p>2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail</p> <p>2.5.2a Write a brief description of a familiar object, person, place, or event that develops a main idea -uses details to support the main idea</p> <p>2.5.7a Write a response to literature that demonstrates an understanding of what is read</p> <p>2.5.7b Support ideas concerning written text with evidence from the actual text</p> <p>2.5.8c Explain how some resources are more credible or reliable than others, e.g., information on Wikipedia is from various individuals and</p>	<p>2.1.6a Read aloud fluently and accurately Schools should have established fluency benchmark measures to ensure students are on track for reading at grade level. Fluency assessments should measure comprehension, accuracy, rate, and expression (CARE).</p> <p>2.RF.4a-c read with sufficient accuracy and fluency to support comprehension</p> <p>2.1.6b Interpret punctuation marks correctly in oral reading</p> <p>2.1.6c Model appropriate inflection to convey meaning while reading orally</p> <p>2.2.6b Identify cause and effect relationships in informational text</p> <p>2.2.11 Identify text that</p>		<p>2.7.6b Speak with enough volume to be heard in a discussion or oral report</p> <p>2.7.6c Speak at a rate that is easily understood in a discussion or oral report</p> <p>2.7.7b Demonstrate sequencing of events when telling experiences (chronological order, order of importance, spatial order)</p> <p>2.7.11c Give an organized report using the facts and details previously gathered</p> <p>2.SL.1 participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>a. follow agreed upon rules for discussion</p> <p>b. build on others'</p>

	<p>may not necessarily be accurate</p> <p>2.5.8d Use credible resources to write an organized research paper May then be delivered orally</p> <p>2.5.8e List title and author of credible resources used for research paper</p>	<p>uses sequence or other logical order such as alphabet or number books, logical order for planting a seed, or time (chronological) order</p> <p>2.3.1 Compare plots, settings, and characters presented by different authors, e.g., read and compare <i>Strega Nona</i>, an old Italian folktale retold by Tommie DePaola, with <i>Ox-Cart Man</i> by Donald Hall</p> <p>2.3.2c Analyze how a new ending impacts the story</p> <p>2.2.3c Write how the author persuades, informs, or entertains</p> <p>2.RI.10, 2.RL.10 read and comprehend informational text and literature including stories and poetry</p>	<p>conversations by linking their comments to the remarks of others</p> <p>c. ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.SL.3 ask and answer questions about what a speaker in order to clarify comprehension, to gather additional information, or deepen understanding of a topic or issue.</p> <p>2.SL.4 tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>2.SL.5 create audio recording of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>2.SL.6 produce complete sentences when appropriate and situation</p>
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Instructional Strategies/Suggestions	Guided Reading, Writers Workshop			
Upcoming topics assessed				