

Language Arts

Grade 2

Instructional Planning:

- Pre-read the selection
- Identify reading concept/competency
- Teach pre-requisite lessons
- Organize thinking by use of graphic organizer
- Formulate strategic question/learning goal
- Develop critical vocabulary

- Select before, during, and after strategies
 - ✓ Connect text with learner's prior knowledge
 - ✓ Predict, picture walk, revisit original prediction
 - ✓ Continue predictions throughout
 - ✓ Clarify unclear concepts/words
 - ✓ Model think-aloud process

- ✓ Monitor student thinking (metacognition)
- ✓ Provide personal connection to text
- ✓ Provide opportunities for discussion
- ✓ Provide opportunities for informal writing to learn
- ✓ Respond through discussion, writing/illustration
- ✓ Re-read to verify
- ✓ Provide opportunities to reflect on learning

COMPONENT	OBJECTIVES	COMPETENCY
<p>2.1 Reading/Literature</p>	<p>The following objectives must be used to support the competencies:</p> <p>1.1 Reads a variety of material with fluency and expression</p> <p>1.2 Listens to daily reading, on or above grade level, from a wide variety of genres, e.g., nonfiction, fiction, poetry, fables, fairy tales, folk tales, and legends with a special emphasis on folk tales from a variety of cultures as well as stories of science and nature while recognizing basic characteristics of a variety of genre</p> <p>1.3 Responds to literature through a variety of activities including choral speaking, role playing, Readers' Theater, plays, writing, art, and music</p> <p>1.4 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge)</p> <p>1.5 Relates reading to own experiences; makes predictions by relating new information to prior knowledge by previewing pictures, titles, and scanning text</p> <p>1.6 Identifies and explores favorite authors/illustrators and titles, and engages in the study of two or more authors, also begins to develop an understanding of gender and other stereotypic and cultural biases portrayed in pictures and in written and oral language (5,16)</p> <p>1.7 Uses reference research components, pictures, graphs, charts, maps, and captions to gain meaning from the text</p> <p>1.8 Uses reading strategies and critical thinking to understand information presented in a story or informational text</p> <ul style="list-style-type: none"> • identifies and recalls narrative story elements (setting, plot, characters, problem (conflict/solution/resolution) 	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text</p> <p>1.A. Main Idea/Essential Message Identifies relevant supporting details/facts, essential message and arranges events in chronological order</p> <ul style="list-style-type: none"> • After reading grade level, narrative and informational or participating in other literacy activities appropriate for story mapping, the student will demonstrate comprehension by: <ol style="list-style-type: none"> a. retelling through writing b. responding to main idea questions (short and extended response) e.g., What is the Main Idea of this passage? e.g., Why do you think this story/article has the title _____? (L.A.A.2.1.1)(L.A.C.2.1.1) <p>1.B. Plot Development Understands the development of plot and how conflicts are resolved in a story</p> <ul style="list-style-type: none"> • After reading grade level text or participating in other literacy activities appropriate for story mapping, the student will demonstrate comprehension by: <ol style="list-style-type: none"> a. creating an original ending appropriate to story elements through writing b. responding to a plot development question (short and extended response) e.g., What problems did the characters face? e.g., What events lead to the resolution of the problem in the story? (L.A.E.1.1.2)

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	<ul style="list-style-type: none"> • identifies and recalls informational text elements/text structures, (description, cause and effect, compare and contrast/similarities and differences, chronological order, problem and solutions) • identifies main idea (stated or implied), theme and support information • demonstrates organizational thinking of main idea through use of graphic organizers, e.g., main idea table, two column note • identifies specific information including sequence of events • generates and responds to details such as who, what, where, and when • asks how and why questions about a topic, understands the task the question requires, develops self-questioning techniques, understands different types of questions • draws conclusions • understands context clues both meaning and structure • understands structural analysis, phonetic as well as picture clues • creates mental images (visualizes) while reading to gain information, to perform a task and learn a new task • makes inferences based on text and prior knowledge; for example, character traits, feelings, actions, mood change from the beginning to end <p>1.9 Increases comprehension by rereading, retelling, and discussing text elements both narrative and expository (informational text)</p> <p>1.10 Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching)</p> <p>1.11 Includes story elements in a narrative retelling: main characters, setting, sequence of events, and problem (conflict) solution/ resolution</p> <p>1.12 Includes text elements in an expository retelling: topic/process/ people, problem/goal, steps/events, resolution</p> <p>1.13 Supports oral and written responses (student restates/paraphrases ideas in own words) with details from narrative or informational text</p>	<p>1.C. Author's Purpose Identifies author's purpose in a simple text</p> <ul style="list-style-type: none"> • After reading narrative or informational grade level text or participating in other literacy activities, the student will identify the author's purpose <ol style="list-style-type: none"> a. through writing including retelling b. by responding to an author's purpose question (short or extended response) e.g., What does the author mean when he/she writes _____? e.g., Would the author agree with the following statement? <p>(L.A.A.2.1.2)</p> <p>Student performance on retelling (oral/written) should be noted/reported on a checklist or anecdotal record, based on a scoring rubric. (refer to CRP K-2 Companion).</p>

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	<p>1.14 Understands and uses instructional vocabulary and the appropriate transition words related for chronological order (first, second, next, then, last, before, after, when)</p> <p>1.15 Explores the author’s intent and responds to: What does the author mean when he/she writes ...? Why did the author write the passage? Would the author agree with this statement?</p> <p>1.16 Selects books and participates in daily Structured Independent Reading activities</p> <p>2.1 Reads a variety of materials with fluency and expression, noting similarities and differences</p> <p>2.2 Listens to daily reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables, folk, fairy tales and legends), poetry, with a special emphasis on folk tales from a variety of cultures in order to compare and contrast text</p> <p>2.3 Responds to comparison and contrast in literature through a variety of activities including graphic organizers, role playing, drama, art and music</p> <p>2.4 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing authentic experiences and new insights (background knowledge) in order to compare and contrast</p> <p>2.5 Participates in reading activities using a variety of texts/genres; participates in repeated readings such as buddy and choral noting similarities and differences</p> <p>2.6 Relates comparative relationships to own experiences; makes comparisons by relating new information to prior knowledge</p> <p>2.7 Identifies and studies favorite authors/illustrators (two or more) while noting the similarities and differences</p> <p>2.8 Uses reference research components, pictures, graphs, charts, maps, and captions to compare and contrast information</p>	<p>2.D. Similarities and Differences 2.E. Compare and Contrast Knows similarities and differences/compare and contrast among the characters, setting and events presented in various texts</p> <ul style="list-style-type: none"> • After reading narrative or informational grade level text or participating in other literacy activities, the student will identify similarities and differences between characters/people, settings and events <ol style="list-style-type: none"> a. through writing including retelling b. by responding to a similarities and differences/compare and contrast question <ul style="list-style-type: none"> e.g., How is _____ similar to or different from _____? e.g., How does _____ change from the beginning of the story to the end? • After reading at least two versions of the same fairy tale or folktale (e.g., Cinderella versions such as Yeh Shen or Prince Cinders), the student will compare and contrast or find similarities and differences among story elements <ol style="list-style-type: none"> a. through writing

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	<p>2.9 Develops an awareness of gender and other stereotypic and cultural biases portrayed in pictures, written and oral language in order to compare and contrast</p> <p>2.10 Uses reading strategies and critical thinking to understand information</p> <ul style="list-style-type: none"> • identifies and recalls narrative story elements (setting, plot, characters, problem (conflict/solution/resolution) • identifies and recalls informational text elements/text structures, (description, cause and effect, compare and contrast/similarities and differences, chronological order, problem and solutions) • identifies main idea (stated or implied), theme and support information • demonstrates organizational thinking of comparisons through use of graphic organizers, e.g., venn diagram, content frame • identifies specific information including sequence of events • generates and responds to details such as who, what, where, and when • asks how and why questions about a topic, understands the task the question requires, develops self-questioning techniques, understands different types of questions • draws conclusions • understands context clues both meaning and structure • understands structural analysis, phonetic as well as picture clues • creates mental images (visualizes) while reading to gain information, to perform a task and learn a new task • makes inferences based on text and prior knowledge; for example, character traits, feelings, actions, mood change from the beginning to end <p>2.11 Increases comprehension of compare and contrast elements by rereading, retelling, and discussion of both narrative and expository (informational) text</p> <p>2.12 Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching)</p> <p>2.13 Includes story elements in a narrative retelling: main characters, setting, sequence of events, and problem (conflict) solution/ resolution</p>	<p>b. by responding to a similarities and differences/ compare and contrast question e.g., How is the story similar to or different from _____? (L.A.A.1.1.2)(L.A.E.1.1.1)(L.A.A.2.1.3)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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	<p>2.14 Includes text elements relating to comparison in an expository retelling: topic/process/people, problem/goal, steps/events, resolution</p> <p>2.15 Supports oral and written responses (student restates/paraphrases ideas in own words) with details from narrative or informative text in order to find similarities and differences</p> <p>2.16 Develops awareness of how things are the same or different; understands instructional vocabulary as well as appropriate words for comparisons (alike, different, but)</p> <p>3.1 Reads a variety of materials with fluency and expression, noting cause and effect relationships and participates in repeated readings such as buddy, choral, echo, etc.</p> <p>3.2 Listens to daily reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables, folk, fairy tales and legends), poetry, with a special emphasis on folk tales from a variety of cultures noting cause and effect relationships</p> <p>3.3 Responds to cause and effect relationships in literature through a variety of activities including graphic organizers, role playing, drama, art and music</p> <p>3.4 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing authentic experiences and new insights (background knowledge) into cause and effect relationships</p> <p>3.5 Participates in reading activities using a variety of texts/genres; participates in repeated readings such as buddy and choral noting cause and effect relationships</p> <p>3.6 Relates cause and effect relationships to own experiences; makes connections by relating new information to prior knowledge</p> <p>3.7 Identifies and studies favorite authors/illustrators while noting cause and effect relationships</p>	<p>3.F. Cause and Effect Identifies cause and effect relationships in text (applies to fiction, non-fiction, poetry and drama)</p> <ul style="list-style-type: none"> • After reading grade level text or participating in other literacy activities, the student will describe the cause or effect of an action or event <ol style="list-style-type: none"> a. through writing including retelling b. by responding to cause and effect questions e.g., What is the effect or cause of _____? e.g., Why does a character take a particular action? (L.A.A.2.1.3) <p><i>Student performance should be noted/reported on a checklist or anecdotal record</i></p>

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	<p>3.8 Uses reference research components, pictures, graphs, charts, maps, and captions to explore cause and effect relationships</p> <p>3.9 Develops an awareness of gender and other stereotypic and cultural biases portrayed in pictures, written and oral language in order to understand cause and effect relationships</p> <p>3.10 Uses reading strategies and critical thinking to understand information</p> <ul style="list-style-type: none"> • identifies and recalls narrative story elements (setting, plot, characters, problem (conflict/solution/resolution)) • identifies and recalls informational text elements/text structures, (description, cause and effect, compare and contrast/similarities and differences, chronological order, problem and solutions) • identifies main idea (stated or implied), theme and support information • demonstrates organizational thinking of cause and effect relationships through use of graphic organizers, e.g., two column note • identifies specific information including sequence of events • generates and responds to details such as who, what, where, and when • asks how and why questions about a topic, understands the task the question requires, develops self-questioning techniques, • draws conclusions • understands context clues both meaning and structure • understands structural analysis, phonetic as well as picture clues • creates mental images (visualizes) while reading to gain information, to perform a task and learn a new task • makes inferences based on text and prior knowledge; for example, character traits, feelings, actions, mood change from the beginning to end <p>3.11 Increases comprehension of cause and effect relationships by rereading, retelling, and discussion of both narrative and expository (informational) text</p>	

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	<p>3.12 Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching)</p> <p>3.13 Includes story elements in a narrative retelling: main characters, setting, sequence of events, and problem (conflict) solution/ resolution</p> <p>3.14 Includes text elements relating to cause and effect in an expository retelling: topic/process/people, problem/goal, steps/events, resolution</p> <p>3.15 Supports oral and written responses (student restates/paraphrases ideas in own words) with details from narrative or informative text in order to find cause and effect relationships</p> <p>3.16 Develops awareness of causal relationships; understands instructional vocabulary as well as appropriate words for cause and effect (because, as a result of, etc.)</p> <p>3.17 Uses cause and effect questioning such as: What is the effect of or cause of...? Why does the character take a particular action?</p> <p>4.1 Participates in reading activities from a variety of texts/genres; participates in repeated readings such as buddy and choral while using pictures, graphs, charts, maps, and captions to gain meaning from the text</p> <p>4.2 Listens to daily reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables, folk, fairy tales and legends), poetry, with a special emphasis on folk tales from a variety of cultures while exploring multiple representations of information</p> <p>4.3 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and an understanding of multiple representation of information</p>	<p>4.G. Reference Research Understands, recognizes, and uses maps, charts, captions, photos and other reference materials (dictionary, index, glossary, etc.) to comprehend text</p> <ul style="list-style-type: none"> • Before, during and after the reading of text, the student will notice the multiple representation of information. The student applies the information <ol style="list-style-type: none"> a. through writing b. by responding to a reference research question (short and extended response) <p>Read/refer to the information in the passage including captions, maps, charts, and footnotes to answer the questions using the following formats: e.g. Using the chart and the text which object will move when it is next to a magnet?</p>

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	<p>4.4 Relates reading to own experiences; makes predictions by relating new information to prior knowledge by previewing pictures, titles, and by using predictable text sequences</p> <p>4.5 Supports oral and written responses (student restates/paraphrases ideas in own words) with details from multiple representation of information found in narrative or informational text</p> <p>4.6 Develops awareness of reference research instructional vocabulary e.g., captions, footnotes, subheadings, etc.</p> <p>4.7 Uses simple reference materials e.g., dictionary, index, glossary.</p> <p>4.8 Uses part of a book to locate information, including title, guide words and indices.</p> <p>4.9 Begins to develop awareness of how an author creates text with reference research components to enhance comprehension, e.g., “What has the author added to the passage to help me understand?” (maps, charts, pictures, captions, etc.)</p> <p>5.1 Participates in reading activities from a variety of texts/genres; participates in repeated readings such as buddy and choral and responds to inference questions</p> <p>5.2 Listens to daily reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables, folk, fairy tales and legends), poetry, with a special emphasis on folk tales from a variety of cultures and discusses inferred relationships</p> <p>5.3 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge) into inferred relationships</p> <p>5.4 Uses reference research components, pictures, graphs, charts, maps, and captions to infer meaning from the text</p> <p>5.5 Uses reading strategies and critical thinking to</p>	<p>e.g., Which object will move when next to a magnet? (L.A.A.2.1.3)(L.A.A.2.1.5)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p> <p>5.H. Inference</p> <ul style="list-style-type: none"> • After reading grade level text, listening to a read aloud, or participating in a literacy activity the student will respond to inference questions <ol style="list-style-type: none"> a. through writing (L.A.E.2.1.1)(L.A.A.2.1.3) <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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	<ul style="list-style-type: none"> • identifies and recalls narrative story elements (setting, plot, characters, problem (conflict/solution/resolution)) • identifies and recalls informational text elements/text structures, (description, cause and effect, compare and contrast/similarities and differences, chronological order, problem and solutions) • identifies main idea (stated or implied), theme and support information • demonstrates organizational thinking of inferential relationships through use of graphic organizers • identifies specific information including sequence of events • generates and responds to details such as who, what, where, and when • asks how and why questions about a topic, understands the task the question requires, develops self-questioning techniques, understands different types of questions • draws conclusions • understands context clues both meaning and structure • understands structural analysis, phonetic as well as picture clues • creates mental images (visualizes) while reading to gain information, to perform a task and learn a new task • makes inferences based on text and prior knowledge; for example, character traits, feelings, actions, mood change from the beginning to end <p>5.6 Understands the instructional vocabulary of inference and answers inferential questions by accessing prior knowledge and what was learned in the text</p> <ul style="list-style-type: none"> • What advice would you give the three little pigs? (From the fairy tale <i>The Three Little Pigs</i>) <p>5.7 Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching)</p> <p>5.8 Relates reading to own experiences; makes connections by relating new information to prior knowledge by previewing titles, pictures,</p>	

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	<p>scanning text, or relating to previous text; sets a purpose for reading and begins to make text-connecting inferences</p> <p>6.1 Participates in oral discussion using a clear voice, appropriate body language, appropriate grade level vocabulary, sentence length, sentence complexity and expression</p> <p>6.2 Listens to daily teacher modeled reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables, folk, fairy tales and legends), poetry, with a special emphasis on folk tales from a variety of cultures</p> <p>6.3 Responds to literature through a variety of activities including reader's theater, choral reading, tape assisted-reading, drama, partner reading and re-reading familiar text in order to build phrasing and expression</p> <p>6.4 Participates in <i>daily word work</i> that targets high frequency words promoting accuracy and automaticity (Project O.W.L.)</p> <p>6.5 Participates in Guided Reading Groups</p> <p>6.6 Participates in daily Structured Independent Reading activities</p> <ul style="list-style-type: none"> • Self-selects books, magazines from home, school or library at independent reading level <p>6.7 Practices oral rereading of text at independent level while teacher follows the procedure calculating correct words per minute (Assessment Guide, Put Reading First)</p>	<p>6.I Fluency (Oral)</p> <ul style="list-style-type: none"> • Reads targeted high frequency words fluidly using appropriate speed and in an audible manner <ul style="list-style-type: none"> • by oral response • Reads text using appropriate rate and quality (expression to convey meaning) <ul style="list-style-type: none"> • by oral response <p>(L.A.C.3.1.1)(L.A.C.3.1.3)(L.A.C.3.1.4)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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2.II Composition	<p>The following objectives must be used to support the competencies:</p> <p>7.1 Refers to high frequency word wall and theme boards when completing shared or personal writing</p> <p>7.2 Begins to incorporate a rich vocabulary to enhance writing including, but not limited to anecdotal details and figurative language/idioms such as similes</p> <p>7.3 Uses writing conventions correctly: capitalization (proper nouns, beginning sentences with the word “I”); completes sentences (subject verb agreement); punctuation (periods, question marks, exclamation marks, commas, dialogue marking, apostrophe/contractions and possessives); singular and plural nouns, pronouns, action and linking verbs</p> <p>7.4 Uses handwriting appropriate for age and grade level consistently: forms upper and lower case manuscript letters correctly; spaces words evenly; writes final drafts legibly</p> <p>7.5 Uses conventional spelling (including high frequency words, words from literature) facilitated by an understanding of phonics patterns and structures and phonics generalizations (Project O.W.L.)</p> <p>7.6 Writes daily for a variety of purposes both self-initiated and teacher-directed including retellings, journals, stories, poems, personal anecdotes, response logs, books, labels, titles surveys, interviews, lists, observations of familiar topics and new experiences</p> <p>7.7 Writes a narrative, informative or persuasive piece</p> <p>7.8 Uses technology e.g., computers in the production of writing pieces with teacher assistance</p> <p>7.9 Writes stories with a beginning, middle, and an end; produces a piece of writing that shows evidence of dialogue, story elements and elaboration of ideas</p>	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text.</p> <p>7.A After using a prewriting strategy such as clustering, listing, outlining, or drawing, the student will draft and publish a narrative piece of several paragraphs: a. telling a complete story (beginning, middle, end) b. including elaborated events in chronological order c. using conventions of standard and written English (L.A.B.1.1.1)(L.A.B.1.1.3)</p> <p>7.B After using a prewriting strategy such as clustering, listing, outlining or drawing, the student will draft and publish an expository piece of several paragraphs: a. including organizational structure, steps and supporting details b. using conventions of standard and written English (L.A.B.1.1.1)(L.A.B.1.1.3)</p> <p>7.C The student will demonstrate the ability to write daily for a variety of purposes: a. teacher directed writing b. self-initiated writing (L.A.B.1.1.1)(L.A.B.1.1.2)</p>

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	<p>7.10 Participates in various “writing to learn” activities including anecdotes, journals, instructions with multiple steps, response logs, labels, titles, captions, lists, questions, letters, invitations, and personal notes using quick writes and other writing modes</p> <p>7.11 Produces pieces in response to a picture or to an oral or written prompt showing evidence of elaboration</p> <p>7.12 Contributes and evaluates writing and other work to a portfolio (selected by both teacher and student)</p> <p>7.13 Shares and discusses all individual writing with a group or partner</p> <p>7.14 Participates in all steps of the writing process with focus on a central idea, e.g., familiar person, place, object, experience using individual or group writings such as experience charts, cumulative class stories, big books, or simple informational texts that instruct or give directions</p> <p>7.15 Participates in various prewriting techniques such as observing, listening, thinking aloud, drawing, brainstorming, listing, charting, webbing, outlining or other graphic organizer to generate ideas for shared and/or independent writing</p> <p>7.16 Produces a first draft that shows an understanding of the topic</p> <p>7.17 Revises a first draft with coaching by teachers or peers; for example, add something, e.g., rich vocabulary, sentence variety, change something and take something away</p> <p>7.18 Edits a draft, for conventional spelling, grammar, mechanics and sentence variety</p> <p>7.19 Publishes writing in a variety of ways including oral sharing with a peer, small group or entire class as well as displaying class made or individual books, mailings to pen pals or family members, public displays</p>	<p>7.D Portfolio The student will demonstrate growth in literacy by maintaining a reading/writing portfolio that will include reactions to text e.g., predicting, webbing, outlining, reflecting, noting difficult or interesting vocabulary read, as well as student created writing e.g., reading journals, book reports, invitations, of which one must be a piece produced using basic computer skills</p> <ul style="list-style-type: none"> a. many pieces of self selected writing, some of which show beginning use of the writing process b. evaluations of own progress for selected entries c. lists or logs of books read (L.A.B.1.1.2)(L.A.B.1.1.3)(L.A.B.2.1.2)(L.A.B.2.1.3) <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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<p>2.III Vocabulary/Word Study</p>	<p>7.20 Participates in peer, self-evaluation, and/or a teacher conferencing throughout the writing process as appropriate particularly during revision and editing</p> <p>The following objectives must be used to support the competencies:</p> <p>8.1 Participates in daily phonemic awareness activities:</p> <ul style="list-style-type: none"> • Listening and rhyming games • Words and sentence length • Awareness of syllables • Segmenting/blending phonemes • Exploring initial and final sounds • Introducing names and symbol to sound (spelling) • Develop spelling sound correspondences through writing (Reference: <i>Phonemic Awareness in Young Children</i> by M.J. Adams, <i>Put Reading First the Research Building Blocks for Teaching Children to Read</i> from National Institute for Literacy) <p>8.2 Participates in daily word work in order to transfer and apply word knowledge (Project O.W.L.)</p> <p>8.3 Uses pictures, graphs, charts, maps, word walls, and personal word banks to explore the meaning of words</p> <p>8.4 Participates in context-related activities to ensure the recognition of high frequency words and common decoding patterns:</p> <ul style="list-style-type: none"> • 300 Fry Words • word patterns: CVC (red, sat); CV (he, go); CVC e (bike, came) <p>8.5 Uses knowledge of letter sound correspondence and phonics generalizations when reading and writing (2,6)</p> <ul style="list-style-type: none"> • initial, medial, final single consonant sounds • initial and final blends and digraphs such as sh, ch, ck, ll, nd • short and long vowel patterns in words • vowels: r controlled, diphthongs, and other irregular patterns 	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text</p> <p>8.A. Student will complete a performance task demonstrating knowledge of the sounds/patterns of oral language by:</p> <ul style="list-style-type: none"> • Generating rhymes • Counting number of word syllables by clapping • Counting phonemes in words • Comparing word lengths • Write words by representing phonemes with letters (L.A.A.1.1.2)(L.A.D.1.1.1)(L.A.D.2.1.2)(L.A.E.2.1.2) <p>8.B. Student will complete a performance task of producing sounds and letters by:</p> <ul style="list-style-type: none"> • Writing dictated letters/words/sentences • Matching letters, sounds, and patterns (L.A.D.1.1.1) <p>8.C. Student will complete a performance task identifying meanings of unfamiliar words or phrases in passages, illustrations, graphs or charts using good reader strategies by:</p> <ul style="list-style-type: none"> • Reading and explaining meaning using context clues • Identifying patterns/word families • Producing sounds heard in words/sounding out (L.A.A.1.1.3)

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	<ul style="list-style-type: none"> • compares words, discovering spelling patterns/word families and relationships between words (Making Words Activities, Project O.W.L.) 8.6 Classifies, pictures, words and concepts 8.7 Begins to use structural analysis to obtain meaning when reading and writing: common prefixes and suffixes, inflected noun and verb endings 8.8 Begins to use the context of a sentence to determine unfamiliar word meanings, e.g., meaning, definition, restatement of synonym, contrast or antonym, comparison, example, list or series, cause and effect, description, inference (Guess The Covered Word, Project O.W.L.) 8.9 Expands a print-related vocabulary through reading, listening and viewing a variety of materials daily; maintains new words through recording activities such as vocabulary notebooks/logs, class lists, or card files 8.10 Begins to use negative words, e.g., none, with understanding 8.11 Participates in meaningful and rich word study when reading and writing that includes, adjectives, synonyms, antonyms, homonyms, compound words, contractions, multiple meaning words, figurative language/idioms and alliteration 8.12 Begins to integrate the use of varied word recognition strategies: context, rhyme, patterns, structures and phonics 8.13 Uses conventional spelling (including high frequency words, words from literature) facilitated by an understanding of phonics patterns and structures and phonics generalizations (Project O.W.L.) 8.14 Participates in Guided Reading groups 	<p>8.D. Given a second grade-level passage, the student will demonstrate expanded vocabulary by:</p> <ul style="list-style-type: none"> a. rewriting identified words or phrases of each sentence using parallel substitutions (e.g., shouted, whispered, explained in place of said), but still following the structure of the original sentences b. expanding the new sentences to add additional information (e.g., when, where, how, what kind, why) <p>(L.A.A.1.1.3)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>2.IV Listening/Speaking/Viewing</p>	<p>The following objectives must be used to support the competencies:</p> <p>9.1 Increases level of language proficiency daily, using standard English, acceptable volume, rate, body language, vocabulary, sentence length and complexity appropriate to second grade</p> <ul style="list-style-type: none"> • Understands the difference between less formal language that is used at home and more formal language that is used at school and other public settings <p>9.2 Participates in oral language daily:</p> <ul style="list-style-type: none"> • recites rhymes, poems, riddles, tongue twisters, nonsense verse, action and jump rope rhymes • gives oral presentations including reports and story telling (setting, characters, problem/goal, events, solution) • gives and follows oral directions • develops questions for peer response • evaluates oral presentations by self and peers; begins to develop criteria for evaluation • understands functions of language such as describing and explaining <p>9.3 Understands, uses and evaluates oral presentations of self and peers using teacher/student-developed criteria including conveying of meaning, engagement of the audience, body language (eye contact, gestures, posture), articulation, pronunciation and standard conventions of English</p> <p>9.4 Uses active listening and courteous, appropriate responding when participating in small group and whole class discussions; uses acceptable ways of gaining attention; contributes effectively in cooperative learning settings</p> <p>9.5 Gains an understanding of the influence of multimedia and the relationship between self and others through reading, viewing discussing, and listening to a variety of materials including multicultural</p>	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text.</p> <p>9.A After viewing a non-print communication, symbols, pictures, artwork, film or production the student will, in a cooperative setting, analyze ideas by:</p> <ol style="list-style-type: none"> a. brainstorming several questions about the film or production b. helping to select a single question (considered to be the best from the group) to be used for class discussion c. independently evaluating the film or production (e.g., expressing and supporting opinions) by writing a paragraph or through other means (L.A.C.1.1.3)(L.A.C.3.1.2) <p>9.B The student will demonstrate effective speaking, viewing, and listening skills by:</p> <ol style="list-style-type: none"> a. developing and delivering oral reports and presentations including reports, original stories, recitation of poetry/plays/ songs b. evaluating the oral presentations of self and peers using teacher/student-developed criteria (L.A.C.1.1.4)(L.A.C.3.1.1)(L.A.C.3.1.4)

COMPONENT	OBJECTIVES	COMPETENCY
<p>2.V Information Literacy/Study/ Test-Taking Skills</p>	<p>9.6 Listens and speaks respectfully to gain and share information, ideas, values, and points of view reflecting various cultures</p> <p>9.7 Listens/speaks for a variety of purposes e.g., showing personal preference, curiosity, pleasure, getting directions or information, performing tasks, solving problems, following rules</p> <p>The following objectives must be used to support the competencies:</p> <p>10.1 Alphabetizes words through the third letter and locates words or topics in a dictionary, glossary, encyclopedia or other reference material</p> <p>10.2 Demonstrates self-questioning while reading or writing using pictures, charts, graphs, text, etc.</p> <p>10.3 Reads, rereads, and revisits text to verify information or perform other tasks that include use of graphs, charts, signs maps and captions</p> <p>10.4 Targets information by underlining, highlighting, framing or circling</p> <p>10.5 Locates information in parts of a book; table of contents, title page, index, glossary</p> <p>10.6 Identifies, secures, handles, and uses books and multimedia resources such as computers, filmstrips audiotapes, interactive videos, newspapers, magazines, encyclopedias</p> <p>10.7 Begins to use a variety of reference materials to research answers to questions, seek information e.g., dictionary, encyclopedia, map and clarifies the accuracy of text</p> <p>10.8 Follows oral and written directions for test taking and to complete daily assignments</p>	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text</p> <p>10.A Working independently or in a cooperative group, the student will demonstrate the ability to access and use information by selecting a topic and material related to a current classroom theme in reading and:</p> <ul style="list-style-type: none"> a. prepare and present a multimedia presentation (e.g., computer, videotapes, books dramatization) b. participate in group discussion relating the various presentations to the class theme (L.A.D.2.1.3)(L.A.D.2.1.4) <p>10.B The student monitors his/her thinking by:</p> <ul style="list-style-type: none"> a. self-questioning, e.g., What was easy/difficult?, Does it make sense?, Does it sound and look right? (L.A.A.2.1.3) <p>10.C The student will demonstrate basic study/ test taking skills by:</p> <ul style="list-style-type: none"> a. revisiting/re-reading text, charts, maps, pictures, etc. b. marking targeted words/information, e.g., underlining, highlighting, circling, etc. (L.A.A.2.1.3)

COMPONENT	OBJECTIVES	COMPETENCY
	<p>10.9 Becomes familiar with testing formats such as multiple choice, performance tasks (written), as well as other informal assessments, e.g., fill in the blank, matching, rank ordering</p> <p>10.10 Begins to understand performance task scoring using rubrics, e.g., read and retell and Department of Education for FCAT Reading and Writing</p> <p>10.11 Manages home study strategies (time/place for homework)</p> <p>10.12 Uses graphic organizers to initiate planning, research and support thinking before oral or written response as well as simple alphabetic and numerical systems such as outlining, power notes</p>	<p>10.D The student will answer a multiple choice question after reading grade level text by:</p> <ul style="list-style-type: none"> a. analyzing the question and the requirements of the task b. thinking out the best response c. revisiting the text to verify thinking d. selecting and justifying the best answer <p>10.E The student will respond to a performance question after reading grade level text by:</p> <ul style="list-style-type: none"> a. analyzing the question and the requirements of the task b. revisiting text to locate information and details c. answering a short or extended response <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>