

YORK PUBLIC SCHOOLS
Grade 2
Updated May 2010

General Course Description:

STRAND	CURRICULAR INDICATORS (What it looks like in the classroom)	DATES TAUGHT	DATE(S) ASSESSED	ASSESSMENT	RESOURCES Materials	LEARNING SKILLS / ACTIVITIES	VOCABULARY
READING Students will learn and apply reading skills and strategies to comprehend text.							
LA 2.1.1	Knowledge of Print: Concept mastered at a previous grade level						
LA 2.1.2	Phonological Awareness: Concept mastered at a previous grade level						

<p>LA 2.1.3</p>	<p>Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.</p> <p>LA 2.1.3.a use letter/sound correspondence & spelling patterns to read, write, and spell-consonant & vowel/digraphs, diphthongs</p> <p>LA 2.1.3b read, write, spell sight words</p> <p>LA 2.1.3.c blend sounds to form words</p> <p>LA 2.1.3.d read words in connected text</p> <p>LA 2.1.3.e use word structure to read text-onset & rime, prefix/suffix compound words, contractions, syllabication, derivation</p> <p>LA 2.1.3.f monitor the accuracy of decoding</p>	<p style="text-align: center;">Ongoing</p>	<p style="text-align: center;">August-May</p>	<ul style="list-style-type: none"> • DIBELS • CRAs • Reading Street Selection Tests • Reading Street Unit & End-of-Year Benchmark Tests • Reading Street Fresh Reads • STAR (computerized reading assessment) 	<ul style="list-style-type: none"> • Scott Foresman-Reading Street Units 1-6 • Scott Foresman-My Sidewalks • Reading Mastery • www.spellingcity.com 	<p><u>Word Work Center</u></p> <ul style="list-style-type: none"> • Short & Long Vowels • Consonant Blends • Digraphs • Endings • R-controlled • Contractions • Plurals • Compound Words • Comparative Endings • Consonant +le • Vowel Digraphs • Diphthongs • Suffixes & Prefixes • Silent Consonants • Inflected Endings • Syllables <p><u>Oral Vocabulary Routine</u></p> <p><u>Phonics & Spelling</u> (See Word Works Center)</p> <p><u>Vocabulary Strategy/Skills</u></p> <ul style="list-style-type: none"> • Antonyms, Synonyms, Homonyms • Classification & Categorizing of Words • Word Structure to Find Meaning • Graphic Organizers <p>Decodable Readers</p>	
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<p>LA 2.1.4</p> <p>Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.</p> <p>LA 2.1.4.a read phrases/clauses/sentences that sound like natural language to support comprehension</p> <p>LA 2.1.4.b read high-frequency words and phrases accurately and automatically</p> <p>LA 2.1.4.c vary voice intonation-volume, tone-to reflect meaning of text</p> <p>LA 2.1.4.d use appropriate pace while reading to gain and enhance the meaning of text</p>	<p>Ongoing</p>	<p>August-May</p>	<ul style="list-style-type: none"> • DIBELS • CRAs • Reading Street Fresh Reads 	<ul style="list-style-type: none"> • Scott Foresman-Reading Street Units 1-6 • Scott Foresman-My Sidewalks • Reading Mastery 	<p><u>Reread For Fluency</u></p> <p><u>Fluency</u></p> <ul style="list-style-type: none"> • Choral, Oral, & Paired Readings • Expression, Accuracy, Comprehension, Attention to Punctuation <p><u>Expression/Intonation</u></p> <p><u>Fluency & Comprehension</u></p> <p><u>Fresh Reads</u></p> <p><u>Readers' Theater</u></p>	
<p>LA 2.1.5</p> <p>Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.</p> <p>LA 2.1.5.a use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)</p> <p>LA 2.1.5.b relate new grade level vocabulary to prior knowledge and use in new situations</p> <p>LA 2.1.5.c identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words</p> <p>LA 2.1.5.d identify semantic</p>	<p>Ongoing</p>	<p>August-May</p>	<ul style="list-style-type: none"> • DIBELS • CRAs • Reading Street Selection Tests • Reading Street Unit & End-of-Year Benchmark Tests • Reading Street Fresh Reads • STAR (computerized reading assessment) 	<ul style="list-style-type: none"> • Scott Foresman-Reading Street Units 1-6 • Scott Foresman-My Sidewalks • Reading Mastery 	<p><u>Oral Vocabulary</u></p> <p><u>Share Literature</u></p> <p><u>Build Background</u></p> <p><u>Vocabulary: Selection Words, High Frequency Words, Amazing Words</u></p> <p><u>Vocabulary Strategy/Skills</u></p>	

	<p>relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)</p> <p>LA 2.1.5.e identify meaning using print and digital reference materials (e.g., dictionary, glossary)</p> <p>LA 2.1.5.f locate words in reference materials (e.g., alphabetical order, guide words)</p>						
LA 2.1.6	<p>Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</p> <p>LA 2.1.6.a identify author purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension</p> <p>LA 2.1.6.b identify elements of narrative text (e.g., characters, setting, plot)</p> <p>LA 2.1.6.c retell information from narrative text including characters, setting, and plot</p> <p>LA 2.1.6.d explore the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)</p> <p>LA 2.1.6.e retell and summarize the main ideas from informational text</p> <p>LA 2.1.6.f identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)</p>	Ongoing	August-May	<ul style="list-style-type: none"> • DIBELS • CRAs • Reading Street Selection Tests • Reading Street Unit & End-of-Year Benchmark Tests • Reading Street Fresh Reads • STAR (computerized reading assessment) 	<ul style="list-style-type: none"> • Scott Foresman-Reading Street Units 1-6 • Scott Foresman-My Sidewalks • Reading Mastery • Nystrom Maps 	<p><u>Skill</u></p> <ul style="list-style-type: none"> • Main Idea & Details • Realism & Fantasy • Sequence • Author's Purpose • Compare and Contrast • Fact and opinion • Draw Conclusions • Cause and effect • Character, Setting, Theme and Plot <p><u>Strategy</u></p> <ul style="list-style-type: none"> • Preview & Predict Text • Story & Text Structure • Set & Monitor Purpose for Reading • Visualize • Monitor Comprehension & Use Fix Up Strategies • Answer & 	

<p>LA 2.1.6.g use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)</p> <p>LA 2.1.6.h identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)</p> <p>LA 2.1.6.i compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures</p> <p>LA 2.1.6.j generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text</p> <p>LA 2.1.6.k identify and explain purpose for reading (e.g., information, pleasure, understanding)</p> <p>LA 2.1.6.l build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading</p> <p>LA 2.1.6.m self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning</p> <p>LA 2.1.6.n make and confirm/modify predictions before, during, and after reading (e.g., illustrations, personal experience, events, character traits)</p>					<p>Generate Questions</p> <ul style="list-style-type: none"> • Summarize • Graphic organizer • Prior knowledge • Use Parts of Book to Locate Information <p><u>Review Skills</u></p> <p><u>Research Skills</u></p> <ul style="list-style-type: none"> • Take notes and outline • Timeline • Glossary • Encyclopedia • Circle Graphs & Diagrams • Globe • Tally Charts <p><u>Listening Comprehension</u></p> <p><u>Share Literature</u></p> <p><u>Build Background</u></p> <p><u>Prereading Strategies & Genre</u></p> <p><u>Weekly Main Selection</u></p> <p><u>Think and Share</u></p> <p><u>Retelling Strip</u></p> <p><u>10 Important Sentences</u></p>	
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	LA 2.1.6.o respond to text verbally, in writing, or artistically					<u>Day 4 Selection</u> <u>Leveled Readers</u> <u>Connecting Cultures</u>	
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WRITING
Students will learn and apply writing skills and strategies to communicate.

LA 2.2.1	<p>Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</p> <p>LA 2.2.1 apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</p> <p>LA 2.2.1.a use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)</p> <p>LA 2.2.1.b generate a draft by:</p> <ul style="list-style-type: none"> – Selecting and organizing ideas relevant to topic, purpose, and genre – Composing sentences of varying length and complexity (e.g., dictation, labeling, simple sentences, declarative, interrogative, exclamatory) – Developing a coherent beginning and end <p>LA 2.2.1.c revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)</p>	Ongoing	August-May	<ul style="list-style-type: none"> • CRAs • Reading Street Selection Tests • Reading Street Unit & End-of-Year Benchmark Tests • Reading Street Fresh Reads 	<ul style="list-style-type: none"> • Scott Foresman-Reading Street Units 1-6 • Scott Foresman-My Sidewalks • Reading Mastery 	<p><u>Shared Writings</u></p> <p><u>Interactive Writing</u></p> <p><u>Trait of the Week</u></p> <ul style="list-style-type: none"> • Sentences • Conventions • Organization • Ideas <p><u>Writing Across the Curriculum</u></p> <p><u>Look Back & Write, Write Now</u></p> <p><u>Unit 1-6 Writing Workshop</u></p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Sentences • Subject & Predicates • Statements, Questions, Commands, Exclamations • Nouns • Verbs • Adjectives • Adverbs • Pronouns 	
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	<p>LA S 02.2.1.d provide oral feedback to other writers; utilize others' feedback to improve own writing</p> <p>LA 2.2.1.e edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)</p> <p>LA 2.2.1.f publish a legible document (e.g., handwritten or electronic)</p> <p>LA S 02.2.1.g print legibly (e.g., letter formation, letter size, spacing, alignment)</p>					<ul style="list-style-type: none"> • Contractions • Capital Letters • Quotation marks • Commas • Commas in Compound Sentences • Indenting Paragraphs <p><u>Daily Fix-Its</u></p>	
<p>LA 2.2.2</p>	<p>Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.</p> <p>LA 2.2.2 write for a variety of purposes and audiences in multiple genres.</p> <p>LA 2.2.2.1 write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)</p> <p>LA 2.2.2.b write to known audience or specific reader (e.g., letter to familiar person)</p> <p>LA 2.2.2.c write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)</p> <p>LA 2.2.2.d apply an organizational structure that includes a central idea or focus</p> <p>LA 2.2.2.e compare models and examples (own and others) of various genres to create a similar piece</p>	<p>Ongoing</p>	<p>August-May</p>	<ul style="list-style-type: none"> • CRAs • Reading Street Selection Tests • Reading Street Unit & End-of-Year Benchmark Tests • Reading Street Fresh Reads 	<ul style="list-style-type: none"> • Scott Foresman-Reading Street Units 1-6 • Scott Foresman-My Sidewalks • Reading Mastery 	<p><u>Shared Writings</u></p> <p><u>Interactive Writing</u></p> <p><u>Trait of the Week</u></p> <ul style="list-style-type: none"> • Sentences • Conventions • Organization • Ideas <p><u>Writing Across the Curriculum</u></p> <p><u>Look Back & Write, Write Now</u></p> <p><u>Unit 1-6 Writing Workshop</u></p> <p><u>Literacy Stations-Writing</u></p>	

SPEAKING AND LISTENING

Students will learn and apply speaking and listening skills and strategies to communicate.

<p>LA 2.3.1</p>	<p>Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.</p> <p>LA 2.3.1 develop and demonstrate speaking skills to communicate key ideas in a variety of situations.</p> <p>LA 2.3.1.a communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)</p> <p>LA 2.3.1.b demonstrate speaking techniques for a variety of purposes and situations</p>	<p align="center">Ongoing</p>	<p align="center">August-May</p>	<ul style="list-style-type: none"> • DIBELS • CRAs • Reading Street Fresh Reads 	<ul style="list-style-type: none"> • Scott Foresman-Reading Street Units 1-6 • Scott Foresman-My Sidewalks • Reading Mastery 	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • Ask & Answer Questions • Making Introductions • Recite from Memory • Sharing Information • Contribute to Discussions • Speaking to Your Audience <p><u>Weekly Small Group Differentiated Instruction lessons</u></p> <p><u>Unit 1-6 Projects</u></p>	
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<p>LA 2.3.2</p>	<p>Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.</p> <p>LA 2.3.2 develop and demonstrate active listening skills across a variety of situations.</p> <p>LA 2.3.2.a demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation)</p> <p>LA 2.3.2.b use information in order to complete a task (e.g., follow multi-step directions, responding to questions)</p> <p>LA 2.3.2.c listen and retell specific details of information heard</p> <p>LA 2.3.2.d listen to and ask questions about thoughts, ideas, and information being communicated</p>	<p style="text-align: center;">Ongoing</p>	<p style="text-align: center;">August-May</p>	<ul style="list-style-type: none"> • DIBELS • CRAs • Reading Street Selection Tests • Reading Street Unit & End-of-Year Benchmark Tests • Reading Street Fresh Reads • STAR (computerized reading assessment) 	<ul style="list-style-type: none"> • Scott Foresman-Reading Street Units 1-6 • Scott Foresman-My Sidewalks • Reading Mastery 	<p><u>Speaking and Listening Skills-</u></p> <ul style="list-style-type: none"> • Be a Polite Listener • Ask & Answer Questions • Retell Story • Summarizing Story • Speaking to your audience • Making an Announcement • Contribute to Discussions <p>Weekly Small Group Differentiated Instruction lessons</p> <p><u>Literacy Centers-Listening</u></p>	
<p>LA 2.3.3</p>	<p>Reciprocal Communication: Students will develop reciprocal communication skills.</p> <p>LA 2.3.3 develop reciprocal communication skills.</p> <p>LA 2.3.3.a demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words)</p> <p>LA 2.3.3.b apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues)</p>	<p style="text-align: center;">Ongoing</p>	<p style="text-align: center;">August-May</p>	<ul style="list-style-type: none"> • DIBELS • CRAs 	<ul style="list-style-type: none"> • Scott Foresman-Reading Street Units 1-6 • Scott Foresman-My Sidewalks • Reading Mastery 	<p><u>Weekly Small Group Differentiated Instruction lessons</u></p> <p><u>Weekly Guided Practice opportunities</u></p> <p><u>Weekly Reader Response-Open for Discussion topics</u></p> <p><u>Weekly Speaking & Listening lessons</u></p>	

	LA 2.3.3.c participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving)						
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MULTIPLE LITERACIES
Students will identify, locate, and evaluate information.

<p>LA 2.4.1</p>	<p>Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).</p> <p>LA 2.4.1 research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).</p> <p><i>LA M 02.4.1.a use resources to develop guiding questions to be answered through print and electronic sources</i></p> <p>LA S 02.4.1.b discuss ethical and legal use of information</p> <p>LA S 02.4.1.c practice safe behaviors when communicating and interacting with others (e.g., safe information to share online)</p> <p>LA S 02.4.1.d engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)</p> <p>LA 2.4.1.e gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast,</p>	<p>Ongoing</p>	<p>Not Assessed at 2nd Grade</p>		<ul style="list-style-type: none"> • Scott Foresman-Reading Street Units 1-6 • Scott Foresman-My Sidewalks • www.unitedstreaming.com • Nystrom Maps 	<p><u>Research Skills-</u></p> <ul style="list-style-type: none"> • Media Center/Library • Alphabetical Order • Parts of a Book • Online Reference Sources • Maps/Globe • Graphs, Diagrams, Tables & Charts • Newspaper Articles • Reading a Web Page • Choose Appropriate Reference Sources • Using People as a Resource • Taking Notes and Making an Outline • Technology and Online Directories • Timeline <p><u>Technology Center</u></p>	
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	multi-media presentations)					<u>Unit 1-6 Projects</u>	
	LA S 02.4.1.f use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)						