

This document outlines the academic goals, the activities and materials used in the Second Grade class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Week _1_ to _33_	(1) Reading/Beginning Reading Skills/Print Awareness		
	(A) distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).	Harcourt Collections, Books 2-1: Being Me!, Theme 1, Helping Hands, Theme 2, Our World, Theme 3 # Collections Book 2-2 Imagine That, Theme 1 Neighborhood News, Theme 2, Travel Time, Theme 3 Daily Language Practice, end of stories TG	
Weeks _1_ to _33_	(2) Reading/Beginning Reading Skills/ Phonics		
	(a) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences	Harcourt Collections, Books 2-1 Theme 1,2,3 Books 2-2 Theme 1,2,3	
	(B) use common syllabication patterns to decode	Harcourt Collections, Books 2-1 Theme 1,2,3 Books 2-2 Theme 1,2,3	
	(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);	Harcourt Collections, Books 2-1 Theme 1,2,3 Books 2-2 Theme 1,2,3	
	(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);	Harcourt Collections, Books 2-1 Theme 1,2,3, Books 2-2 Themes 1,2,3	
	(E) identify and read abbreviations (e.g., Mr., Ave.);	Harcourt Collections, Books 2-2 Theme 3 Travel Time	
	(F) identify and read contractions (e.g., haven't, it's);	Harcourt Collections, Books 2-2 Theme 3 Travel Time	
	(G) identify and read at least 300 high-frequency words from a commonly used list; and		fishforwords.com
	(H) monitor accuracy of decoding.	Weekly small group reading	
Weeks _1_ to _33_	3) Reading//Beginning Reading/Strategies.		
	(A) use ideas (e.g. illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;	Intros to each story on Monday, make predictions	
	(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;	Read and Respond every story	
	(C) establish purpose for reading selected texts and monitor comprehension, making	Every Monday before and during story, every week Small and large group reading	

	corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).		
Weeks <u>1</u> to <u>33</u>	(4) Reading/ Fluency.		
	(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	Each story read aloud in large and small group	
Weeks <u>1</u> to <u>33</u>	(5) Reading/ Vocabulary Development		
	A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);	Book 2:1 , 2:2 un and re	
	(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;	Dear Mr. Blueberry- story	
	(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and	Book 2-1: T47, T295, T295, T404, T419, T433	
Week 12 and 15	(D) alphabetize a series of words and use a dictionary or a glossary to find words.	Book 2-1:T577, T721	
Weeks <u>10</u> to <u>11</u>	(6) Reading/Comprehension of Literary Text/Theme and Genre		
Week 10	(A) identify moral lessons as themes in well-known fables	Fables; The Great Big Enormous Rock T258	
Week 10	(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	Cinderella Story in different cultures/ Charlotte's Web	Movie of Cinderella/ Movie Charlotte's Web
Weeks <u>20</u> to <u>25</u>	(7)Reading/Comprehension of Literary Text/Poetry		
	a) understand, make inferences and draw conclusions about the structure and elements of poetry and	Poetry Unit	www.educationworld.com spring poetry unit
	b) provide evidence from text to support their understanding	Poetry unit	www.educationworld.com/spring poetry unit
Weeks <u>20</u> to	(8) Reading/Comprehension of Literary Text/Drama		

<u>25</u>	a) understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding	Harcourt Collections Books 2-1 Theme 3	
	b) identify the elements of dialogue and use them in informal plays.	Harcourt Collections Books 2-1 Theme 3	
<u>Weeks 20 to 25</u>	(9) Reading/Comprehension of Literary Text/Fiction		
	(A) describe similarities and differences in the plots and settings of several works by the same author; and	Books by Beverly Clearly, Socks, Ramona the Pest, Ribsy	Movie Ramona the Pest
	(B) describe main characters in works of fiction, including their traits, motivations, and feelings.	Book 2-2 Being Me! Theme Hedgehog Makes a Cake, Lucy's Quiet Book, Days with Frog and Toad	
<u>Weeks 12 to 33</u>	(10) Reading/Compreh of Literary Text/Literary Nonfiction.		
Week 12 Week 15	a) understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction	Book 2-1, Theme 2 From Seed to Plant, What Makes Day and Night	
	b) respond by providing evidence from text to support their understanding	From Seed to Plant	
Week 12-33	c) distinguish between fiction and nonfiction and explain differences.	All stories following non-fiction	
<u>Weeks 17 to 19</u>	(11) Reading/Comprehe of Literary Text/Sensory Language.		
Week 17	(A) understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text	Book 2 Imagine That! Theme 1, The Day Jimmy's Boa ate the Wash, How I Spent my Summer Vacation, Dr. Mr. Blueberry	
Week 18	(B) provide evidence from text to support their understanding.	Book 2: Imagine That!	
Week 19	(C) recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	Book 2: Imagine That!	
<u>Weeks 1 to 33</u>	(12) Reading/Compreh of Text/Independent Reading.		
	(A) read independently for sustained periods of time and produce evidence of their reading.	Every Day, 15 minute reading at home, signed by parent	
<u>Weeks 12 to</u>	(13) Reading/ Comprehension of Informational Text/Culture and		

12__ History			
Week 12	(A) analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	Book 2-1, Theme 3 Johnny Appleseed	
Week 12	(B) identify the topic and explain the author's purpose in writing about the text.	Johnny Appleseed	
Weeks _13_ to _14_ (14) Reading/Comprehension of Informational Text/Expository Text			
Week 13	(A) identify the main idea in a text and distinguish it from the topic;	Book 2-1, Our World, Theme 3, From Seed to Plant, What Makes Day and Night	
Week 14	(B) locate the facts that are clearly stated in a text;	From Seed to Plant, Day and Night	
Weeks 13-14	(C) describe the order of events or ideas in a text; and	From Seed to Plant, Day and Night and others	
Week 1 Week 16	(D) use text features (e.g., table of contents, index, headings) to locate specific information in text.	Search for titles and authors at beginning of each reading book, R114	
Weeks _9_ to _9_ (15) Reading/Comprehension of Informational Text/Procedural Texts.			
Week 9	(A) follow written multi-step directions with picture cues to assist with understanding; and	Make a Cake for Hedgehog Bakes a Cake, follow recipe directions	
Week 9	(B) explain the meaning of specific signs and symbols (e.g., map features).	Symbols for fractions, degrees of oven	
Weeks _1_ to _33_ (16) Reading/Media Literacy			
	(A) recognize different purposes of media (e.g., informational, entertainment);	Internet activities/ research/educational games/	
	(B) describe techniques used to create media messages (e.g. sound, graphics);	Internet activities/research/educational games	
	(C) identify various written conventions for using digital media (e.g. e-mail, website, video game).	Internet activities/research/educational games	
Weeks _1_ to 33_ (17) Writing/Writing Process			
Week 17	(A) plan a first draft by generating ideas for writing (e.g.,	Brainstorm ideas on board for writing a postcard from imaginary place to visit	http://www.scholastic.com/teachers/stude

	drawing, sharing ideas, listing key ideas);		nt-activities
Week 17	(B) develop drafts by sequencing ideas through writing sentences;	Draft of postcard	
	(C) revise drafts by adding or deleting a word, phrase, or sentence;	Edited postcard	
Week 1-33	(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	Re-edited	
	(E) publish and share writing with others.	Wrote on postcard, hung on wall	
Weeks _18_ to _33_	(18) Writing/Literary Texts.		
	(A) write brief stories that include a beginning, middle, and end; and	Writing lab, done weekly	
	(B) write short poems that convey sensory details.	Writing lab	
Weeks _1_ to _33_	(19) Writing/Expository and Procedural Texts.		
	(A) write brief compositions about topics of interest to the student;	Journal every day on topics of interest to student	
	(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and	How I Spent my Summer Vacation	
	(C) write brief comments on literary or informational texts.	Harcourt Collections Books 2-2 Book Review	
Weeks _20_ to 33_	(20) Writing/Persuasive Texts.		
	a) write persuasive texts to influence the attitudes or actions of a specific audience on specific issues	Writing lab/ Book Review/ Posters Harcourt Collections Books 2-2 Theme 1 and 2	http://teacher.scholastic.com/activities/writing/minilessons.asp?topic=Persuasive
Weeks _18_ to _33_	(21) Oral and Written Conventions/Conventions.		
	(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: green, tall); (iv) adverbs (e.g., time: before, next); (v)	Grammar Book with Collections	http://www.starfall.com/

	prepositions and prepositional phrases; (vi) pronouns (e.g., I, me); and (vii) time-order transition words;		
	(B) speak in complete sentences with correct subject-verb agreement	Every day	
Week 3 Week 4	(C) distinguish among declarative and interrogative sentences.	Book 2-1, T88-T89, T107	
Weeks 1__ to _33__	(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.		
	(A) write legibly leaving appropriate margins for readability	Daily journal writing	http://www.starfall.com/
	(B) recognize and use basic capitalization	Daily Language Practice	
	(C) recognize and use punctuation marks	Daily Language Practice	
Weeks 1__ t33 __	(23) Oral and Written Conventions/Spelling		
	(A) use phonological knowledge to match sounds to letters to construct unknown words;	Collections Spelling	http://www.starfall.com/
	(B) (i) complex consonants (e.g., hard and soft c and g, ck); (ii) r-controlled vowels; (iii) long vowels (e.g., VCe-hope); and (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);	Collections Spelling with each story	
	(C) spell high-frequency words from a commonly used list;	Flash cards of high frequency words	
	(D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and	Collections Spelling	
	(E) use resources to find correct spellings.	Students have own dictionary notebook, use classroom dictionary	
	(F) use resources to find correct spellings.	Same as above	
Weeks _18_ to _33_	(24) Research/Research Plan.		
	(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and	Generate list including snake patterns (Jimmy's Boa) and others	Internet research engine
	(B) decide what sources of information might be relevant to	Writing lab activity	Watch video of snake patterns

	answer these questions.		
Weeks _23_ to _33_	(25) Research/Gathering Sources.		
	(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;	Writing lab report on topic of personal interest including interviewing students and teachers	
	(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and	Use of personal dictionary to locate words/ weekly	
	(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	Ruth Law Thrills A Nation chart and notes	
Weeks _30_ to _33_	(26) Research/Synthesizing Information.		
Week 30	a) clarify research questions and evaluate and synthesize collected information	Postcards from Pluto, research Planets- Magic School bus	Magic School Bus movie
Week 31	b) revise the topic as a result of answers to initial research questions.	Revise postcards that students make from planets visited	Research on internet
Weeks _32_ to _33_	(27) Research/Organizing and Presenting Ideas		
Week 32	a) organize and present their ideas and information according to the purpose of the research and their audience.	Presentation to class about planet researched	
Week 33	b) are expected to create a visual display or dramatization to convey the results of the research (with adult assistance)	Planets presentation with visuals	
Week _1_ to 33_	(28) Listening and Speaking/Listening		
	(A) listen attentively to speakers and ask relevant questions to clarify information; and	Show and Tell, learn to ask relevant questions for clarification	
	(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	Harcourt Collections Book 2-1 Theme 1	
Weeks _1_ to 33_	(29) Listening and Speaking/Speaking.		
	a) speak clearly and to the point, using the conventions of language	Show and Tell presentation	
	b) share information and ideas about the topic under discussion,	Journal sharing and discussion	

	speaking clearly at an appropriate pace, using the conventions of language.		
Weeks _1_ to _33_	(30) Listening and Speaking/Teamwork.		
	a) work productively with others in teams	Work in small groups for workbook pages, flash cards, group presentation on antonyms and synonyms, etc	
	b) follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	Establish ground rules at beginning of year, posted on wall, all students agreed upon	