

**Magoffin County Schools Curriculum Resources**

**English/Language Arts**

**Grade 2**

**Weeks 1-3**

***Common Core Standards:***

- **W.2.3 Write narratives in which they recount a 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.**
- **RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding key details in a text.**
- **SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.)**
- **R.L. 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text**
- **RF.2.3a Know and apply grade level phonics and word analysis skills in decoding words.**
  - a) **Distinguish long and short vowels when reading regularly spelled one syllable words.**
- **RF.2.3c Decode regularly spelled two-syllable words with long vowels**
- **RF 2.3d Decode words with common prefixes and suffixes.**

<b>Week 1</b>
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**I CAN STATEMENTS:**

- I can write a narrative.
- I can ask and answer questions that demonstrate that I understand what I am reading.

**Critical Vocabulary**

Narrative

Recount

Sequence

Events

Temporal

Closure

**Suggested Strategies/Activities**

- Use vocabulary games to develop, review and extend concepts.
- Employ panel discussions as to present learned knowledge

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice Activities

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Communities
- Geography
- Exploration

**Resources Needed**

- Reading Street Textbook
- “Iris and Walter”
- Reading Street Leveled Readers

<b>Week 2</b>
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**I CAN STATEMENTS:**

- I can apply phonics and word analysis skills when reading.
- I can tell the difference between long and short vowels.

**Suggested Activities**

- Use cooperative learning and games that involve partners and groups.
- Deliver instruction using songs, raps, or rhythmic games and activities.

**Critical Vocabulary**

Demonstrate

Details

Text

Discussions

Decode

Prefix

Suffix

**Suggested Strategies/Activities**

- Use cooperative learning and games that involve partners and groups.
- Deliver instruction using songs, raps, or rhythmic games and activities.

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher direct questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities

- Learning Logs
- Written Daily Practice Activities

**Summative**

- Reading Street
- Multiple Choice and
- Short Answer Test
- Accelerated Reader
- Tests on Computer

**Identify Sub-Topics**

- Space Exploration & Travel
- Solar System

**Resources Needed**

- Reading Street Textbook
- Exploring Space with an Astronaut
- Reading Street Leveled Readers

<b>Week 3</b>
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**I CAN STATEMENTS:**

- I can follow rules for class discussion.
- I can decode two syllable words with long vowels.

**Suggested Strategies/Activities**

- Utilize journal writing, imaginative activities and games.
- Deliver instructions to promote student interaction with others

**Critical Vocabulary**

Demonstrate  
Analysis  
Decoding  
Distinguish  
Long Vowels  
Short Vowels  
Syllable

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

- **Activities**

**Summative**

- **Reading Street Multiple Choice and Short answer test**
- **Accelerated Reader Tests on Computer**
- **Common PLC teams will design the common assessments**

**Identify Sub-Topics**

- **Living and Nonliving Things**
- **Day and Night Sky**

**Resources Needed**

- **Reading Street Textbook**
- **Henry and Mudge and the Starry Night**
- **Reading Street Leveled Readers**

**Weeks 4-6**

***Common Core Standards***

- **RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**
- **SL. 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Specifically, demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. In addition, uses knowledge of language and its conventions when writing, speaking, reading, or listening (e.g., compare formal and informal uses of English.)**
- **RF. 2.3f Recognize and read grade appropriate irregularly spelled words.**
- **RF.2.4b Read on-level text orally with accuracy, appropriate rate and expression on successive readings.**
- **L.2.4a Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies through the use of one or more strategies, such as understanding how the word is used in a sentence, analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.**
- **L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.)**
- **RI.2.10 Read and comprehend informational text, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**
- **RL.2.10 By the end of the year, read and comprehend literature including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**



<b>Week 4</b>
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**I CAN STATEMENTS:**

- I can determine the meaning of words and phrases in 2nd grade reading material.
- I can speak in complete sentences.

**Suggested Strategies/Activities**

- Utilize charades, skits, and plays.
- Use physical activities to teach concepts

**Critical Vocabulary**

Determine

Produce

Appropriate

Clarification

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Sub-Topics**

- Living and Nonliving Things
- Day and Night Sky

**Resources Needed**

- Reading Street Textbook
- “A Walk in the Desert”
- Reading Street Leveled Readers

<b>Week 5</b>
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**I CAN STATEMENTS:**

- I can read 2nd grade irregularly spelled words
- I can read 2nd grade text without difficulty.

**Suggested Strategies/Activities**

- Deliver instruction using hands-on and movement activities.
- Deliver instruction through a visual presentation

**Critical Vocabulary**

Recognize

Irregular

Orally

Accuracy

Successive

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice
- Activities

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Desert
- Energy
- Interdependence

**Resources Needed**

- Reading Street Textbook
- The Strongest One
- Reading Street Leveled R

<b>Week 6</b>
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**I CAN STATEMENTS:**

- I can use different strategies to determine the meaning of words I don't know.
- I can use words and phrases from 2nd grade

**Suggested Strategies/Activities**

- Allow collaboration with a partner or a small study group prior to tests

**Critical Vocabulary**

Comprehend

Informational Text

Complexity

Proficiently

Conversations

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice
- Activities

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Unit Test

**Resources Needed**

- Reading Street Unit Test Book

## Weeks 7-9

### *Common Core Standards*

- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **RI. 2.7** Explain how specific images (a diagram showing how a machine works) contribute to and clarify a text.
- **SL.2.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
  - b) Build on others' talk in conversations by linking their comments to the remarks of others.
- **RL.2.2** Paraphrase stories, fables, folktales, or myths from diverse cultures and determine their lessons or morals
- **RL.2.2a** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - a) Capitalize holidays, product names, and geographic names.
- **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **RI.2.8** Describe how reasons support specific points the author makes in a text.
- **RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors from different cultures.
- **RL 2.3b** Generalize learned spelling patterns when writing words.

- **W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**

***IDENTIFIED GAPS:***

***These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.***

- **RI. 2.7 Explain how specific images (a diagram showing how a machine works) contribute to and clarify a text.**
- **SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**
  - b) **Build on others' talk in conversations by linking their comments to the remarks of others.**



<b>Week 7</b>
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**I CAN STATEMENTS:**

- I can revise and edit my writing with support from adults and peers.
- I can explain how the pictures help me understand the text.

**Critical Vocabulary**

Revising

Editing

Clarify

Collaboration

Conversation

**Suggested Strategies/Activities**

- Use vocabulary games to develop, review and extend concepts.
- Employ panel discussions as to present learned knowledge.

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Heroes
- Community Services

**Resources Needed**

- Reading Street Textbook
- “Tara and Tiree Fearless Friends”
- Reading Street Leveled Readers

<b>Week 8</b>
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**I CAN STATEMENTS:**

- I can participate in class discussions.
- I can retell things I read and tell what the lesson or moral is.

**Critical Vocabulary**

Diverse

Remarks

Paraphrase

Fables

Folktales

Myth

**Suggested Strategies/Activities**

- Use cooperative learning and games that involve partners and groups.
- Deliver instruction using songs, raps, or rhythmic games and activities.

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Cultural Heritage
- Productions of Goods
- Personal Responsibility
- Cooperation
- Teamwork

**Resources Needed**

- Reading Street Textbook
- “Ronald Morgan Goes To Bat”
- Reading Street Leveled Readers

<b>Week 9</b>
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**I CAN STATEMENTS:**

- I can use correct capitalization, punctuation and spelling when I write.
- I can use technology to publish what I write.

**Critical Vocabulary**

Morals

Cultures

Compare

Contrast

**Suggested Strategies/Activities**

- Utilize journal writing, imaginative activities and games.
- Deliver instructions to promote student interaction with others

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Physical Environment
- Habitat
- Ecosystems
- Survival

**Resources Needed**

- Reading Street Textbook
- “Turtle’s Race with Beaver
- Reading Street Leveled Readers

**Weeks 10-12**

***Common Core Standards***

**W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**

**RI.2.8 Describe how reasons support specific points the author makes in a text.**

**RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors from different cultures.**

**RL 2.3b Generalize learned spelling patterns when writing words.**

**Identified GAPS:**

**These topics/skills need to be taught for 2-3 years to avoid gaps in student learning.**

**W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**

<b>Week 10</b>
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**I CAN STATEMENTS:**

- I can describe the author's point of view.

**Critical Vocabulary**

Digital

Product

Publish

**Suggested Strategies/Activities**

- Utilize charades, skits, and plays.
- Use physical activities to teach concepts

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments



**Identify Sub-Topics**

- Interdependence
- Living Things
- Environment
- Survival

**Resources Needed**

- Reading Street Textbook
- “The Bremen Town Musicians”
- Reading Street Leveled Readers

<b>Week 11</b>
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**I CAN STATEMENTS:**

- I can compare and contrast two versions of the same story.

**Critical Vocabulary**

**Generalize**

**Patterns**

**Suggested Strategies/Activities**

- Deliver instruction using hands-on and movement activities.
- Deliver instruction through a visual presentation

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- National Celebrations
- Patriotism
- Traditions

**Resources Needed**

- Reading Street Textbook
- "A Turkey for Thanksgiving"
- Reading Street Leveled Readers

<b>Week 12</b>
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**I CAN STATEMENTS:**

- I can spell words correctly when I write.

**Critical Vocabulary**

Collaboration

Peers

**Suggested Strategies/Activities**

- Allow collaboration with a partner or a small study group prior to tests

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Resources Needed**

Reading Street Unit Test Book

<b>Week 13</b>
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**I CAN STATEMENTS:**

- I can participate in a group research project.
- I can research a topic by reading several books about the same thing.
- I can describe how a series of historical or scientific events are connected.

**Critical Vocabulary**

Research

Produce

Observations

Root word

Determine

Clarify

**Suggested Strategies/Activities**

- Use vocabulary games to develop, review and extend concepts.
- Employ panel discussions as to present learned knowledge

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Inventions
- Machines
- Forces and Motion

**Resources Needed**

- Reading Street Textbook
- “Pearl and Wagner Two Good Friends”
- Reading Street Leveled Readers

<b>Week 14</b>
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**I CAN STATEMENTS:**

- I can recount key ideas or details from material that is read to me.
- I can describe how characters in a story respond to major events and challenges

**Critical Vocabulary**

Connection

Historical

Scientific

Technical

Procedures

Phrases

**Suggested Strategies/Activities**

- Use cooperative learning and games that involve partners and groups.
- Deliver instruction using songs, raps, or rhythmic games and activities

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Communication
- Geography
- Cultures

**Resources Needed**

- Reading Street Textbook
- “Dear Juno”
- Reading Street Leveled Readers



<b>Week 15</b>
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**I CAN STATEMENTS**

- I can read fluently.
- I can use context clues to figure out words I do not know.

**Critical Vocabulary**

Challenges

Recount

Details

Orally

Media

Comprehension

**Suggested Strategies/Activities**

- Utilize journal writing, imaginative activities and games.
- Deliver instructions to promote student interaction with others

***Balanced Assessment:***

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Living Things
- Animals
- Food Chain

**Resources Needed**

- Reading Street Textbook
- “Anansi goes fishing”
- Reading Street Leveled Readers

<b>Week 16</b>
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**I CAN STATEMENTS**

- I can compare and contrast the most important points presented by two texts on the same subject

**Critical Vocabulary**

Compare

Contrast

Differences

Voice

**Suggested Strategies/Activities**

- Utilize charades, skits, and plays.
- Use physical activities to teach concepts

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Family
- Geography
- Producers/Consumers

**Resources Needed**

- Reading Street Textbook
- “Rosa and Blanca”
- Reading Street Leveled Readers

<b>Week 17</b>
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**I CAN STATEMENTS**

- I can show differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.

**Critical Vocabulary**

Dialogue

Compound words

Acknowledge

**Suggested Strategies/Activities**

- Deliver instruction using hands-on and movement activities.
- Deliver instruction through a visual presentation

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Living Things
- Plants
- Research &
- Development

**Identify Sub-Topics**

- Family
- Moving
- Transportation

**Resources Needed**

- Reading Street Textbook
- “A Weed is A Flower: The Life of George Washington Carver”
- Reading Street Leveled Readers

<b>Week 18</b>
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**I CAN STATEMENTS:**

I can use base words to determine the meaning of compound words

**Critical Vocabulary**

Knowledge

Predict

Character

**Suggested Strategies/Activities**

- Allow collaboration with a partner or a small study group prior to tests

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Resources Needed**

- Reading Street Unit Test

## Weeks 19-24

### Common Core Standards

- **W 2.8** Recall information from experiences or gather information from provided sources to answer a question
- **RI 2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **SL 2.1c** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  
c) Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **RL 2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **L 2.1a** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  
a) Use collective nouns (e.g., group).
- **FS 2.3b** Know spelling-sound correspondences for additional common vowel teams.
- **SL 2.4** Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.
- **L 2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### ***IDENTIFIED GAPS:***

***These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.***

- **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.



<b>Week 19</b>
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**I CAN STATEMENTS:**

- I can recall information from experiences to answer a question.
- I can gather information from provided sources to answer a question.
- I can identify the main topic of a multi-paragraph text.
- I can identify the topic of a paragraph

**Critical Vocabulary**

Recall

Main topic

Multi-paragraph

Text

**Suggested Strategies/Activities**

- Use vocabulary games to develop, review and extend concepts.
- Employ panel discussions as to present learned knowledge

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Life Cycle
- Plants
- Growth and Change

**Resources Needed**

- Reading Street Textbook
- “The Quilt Story”
- Reading Street Leveled Readers

<b>Week 20</b>
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**I CAN STATEMENTS:**

- I can participate in collaborative conversations.
- I can ask for clarification and further explanation about what is being discussed.

**Critical Vocabulary**

**Collaborative**

**Conversations**

**Diverse**

**Partners**

**Clarifications**

**Explanation**

**Suggested Strategies/Activities**

- Use cooperative learning and games that involve partners and groups.
- Deliver instruction using songs, raps, or rhythmic games and activities.

**Formative Assessment**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Life Cycle
- Plants
- Growth and Change

**Resources Needed**

- Reading Street Textbook
- “Life Cycle of a Pumpkin”
- Reading Street Leveled Readers

<b>Week 21</b>
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**I CAN STATEMENTS:**

- I can use information from the illustrations to understand characters, setting and plot.
- I can use what I read to understand characters, setting and plot.

**Critical Vocabulary**

Illustrations

Demonstrate

Characters

Setting

Plot

Collective nouns

**Suggested Strategies/Activities**

- Utilize journal writing, imaginative activities and games.
- Deliver instructions to promote student interaction with others

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Life Cycle
- Animals
- Growth and Change

**Resources Needed**

- Reading Street Textbook
- “A Weed is A Flower: The Life of George Washington Carver” Reading Street Leveled Readers

<b>Week 22</b>
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**I CAN STATEMENTS:**

- I can use collective nouns.
- I can use Standard English grammar when writing and speaking.

**Critical Vocabulary**

Recount

Relevant

Descriptive

Audibly

Coherent

**Suggested Strategies/Activities**

- Utilize charades, skits, and plays.
- Use physical activities to teach concepts

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Family
- Moving
- Communities

**Resources Needed**

- Reading Street Textbook
- Frogs”
- Reading Street Leveled Readers



<b>Week 23</b>
----------------

**I CAN STATEMENTS:**

- I can tell a story with facts that are relevant.
- I can use reflexive pronouns.

**Critical Vocabulary**

Reflexive pronouns

Capitalization

Punctuation

**Suggested Strategies/Activities**

- Deliver instruction using hands-on and movement activities.
- Deliver instruction through a visual presentation

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Wind
- Weather
- Senses

**Resources Needed**

- Reading Street Textbook
- I Like Where I Am  
Reading Street Leveled Readers

<b>Week 24</b>
----------------

**I CAN STATEMENTS:**

- I can use Standard English capitalization, punctuation and spelling when writing.
- I can use reference materials to check and correct spellings

**Critical Vocabulary**

- Reference
- Dictionaries

**Suggested Strategies/Activities**

- Allow collaboration with a partner or a small study group prior to tests.

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Resources Needed**

Reading Street Unit Test

## Weeks 25-30

### *Common Core Standards*

- **W 2.1 Write opinion 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 (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.**
- **RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**
- **SL 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**
  - c) **Ask for clarification and further explanation as needed about topics and texts under discussion**
- **RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**
- **FS 2.4a Read with sufficient accuracy and fluency to support comprehension.**
  - a) **Read on-level text with purpose and understanding.**
- **L 2.1d Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
  - d) **Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, and told*).**
- **L 2.5a Demonstrate understanding of word relationships and nuances in word meanings**

### **IDENTIFIED GAPS:**

***These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.***

- **W 2.1 Write opinion 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 (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.**
- **RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**

<b>Week 25</b>
----------------

**I CAN STATEMENTS:**

- I can write a piece that shows my opinion.
- I can support my opinion when I write.

**Critical Vocabulary**

Opinion  
Support  
Identify  
Purpose

**Suggested Strategies/Activities**

- Use vocabulary games to develop, review and extend concepts.
- Employ panel discussions as to present learned knowledge.

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Job Responsibility
- Equipment
- Teamwork

**Resources Needed**

- Reading Street Textbook
- “Fire Fighter”
- Reading Street Leveled Reader

<b>Week 26</b>
----------------

**I CAN STATEMENTS:**

- I can identify the main purpose of a text.
- I can read on-level text with purpose and understanding.

**Critical Vocabulary**

Author

Participate

Collaborative

Conversation

Peers

Clarification

Explanation

**Suggested Strategies/Activities**

Use cooperative learning and games that involve partners and groups.

Deliver instruction using songs, raps, or rhythmic games and activities.

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Living Things
- Growth and Change

**Resources Needed**

- Reading Street Textbook
- “One Dark Night” Reading Street Leveled Readers



<b>Week 27</b>
----------------

**I CAN STATEMENTS:**

- I can participate in collaborative conversations.
- I can ask for clarification and further explanation as needed about what is being discussed.

**Critical Vocabulary**

Phrases

Alliteration

Rhymes

Rhythm

Suggested Strategies/Activities

Utilize journal writing, imaginative activities and games.

Deliver instructions to promote student interaction with others.

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Citizenship
- Family

**Resources Needed**

- Reading Street Textbook
- “Bad Dog Dodger”
- Reading Street Leveled Readers

<b>Week 28</b>
----------------

**I CAN STATEMENTS:**

- I can describe how words and phrases supply rhythm and meaning in a story, poem or song.
- I can read with accuracy and fluency

**Critical Vocabulary**

Sufficient

Accuracy

Fluency

Comprehension

On-level

Purpose

Understanding

**Suggested Strategies/Activities**

- Utilize charades, skits, and plays.
- Use physical activities to teach concepts

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Friendship
- Community Services

**Resources Needed**

- Reading Street Textbook
- “Horace and Morris but Mostly Dolores”
- Reading Street Leveled Readers

<b>Week 29</b>
----------------

**I CAN STATEMENTS**

- I can use Standard English grammar when writing or speaking.
- I can form and use the past tense of frequently occurring irregular verbs.

**Critical Vocabulary**

Demonstrate

Standard

Grammar

Past tense

Frequently

Irregular verbs

**Suggested Strategies/Activities**

- Deliver instruction using hands-on and movement activities.
- Deliver instruction through a visual presentation

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- Rights and
- Responsibilities
- Laws

**Resources Needed**

- Reading Street Textbook
- The Sign maker's Assistant"
- Reading Street Leveled Readers

<b>Week 30</b>
----------------

**I CAN STATEMENTS**

- I can show that I understand word meanings.
- I can identify real-life connections between words and their use.

**Critical Vocabulary**

Demonstrate

Relationships

Nuances

Identify

Real-life

**Suggested Strategies/Activities**

- Allow collaboration with a partner or a small study group prior to tests

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- **Reading Street Multiple Choice and Short answer test**
- **Accelerated Reader Tests on Computer**
- **Common PLC teams will design the common assessments**

**Resources Needed**

- **Reading Street Unit Test Book**



## **Weeks 31-36**

### ***Common Core Standards***

- **W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.**
- **RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently**
- **SL 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**
- **RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**
- **FS 2.3 Identify words with inconsistent but common spelling-sound correspondences**
- **L 2.1f Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
  - f) **Produce, expand and rearrange complete simple and compound sentences (e.g. *The boy watched the movie; The action movie was watched by the little boy*).**

### ***IDENTIFY GAPS:***

***These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.***

- **W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.**

<b>Week 31</b>
----------------

**I CAN STATEMENTS:**

- I can write informative/explanatory texts.
- I can introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.

**Critical Vocabulary**

Informative  
Explanatory  
Concluding  
Section

**Suggested Strategies/Activities**

- Use vocabulary games to develop, review and extend concepts.
- Employ panel discussions as to present learned knowledge.

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- American Traditions

**Resources Needed**

- Reading Street Textbook
- “Just Like Josh Gibson”
- Reading Street Leveled Readers

<b>Week 32</b>
----------------

**I CAN STATEMENTS:**

- I can know and use various text features to locate key facts or information in a text efficiently

**Critical Vocabulary**

Various

Subheadings

Captions

Bold print

Glossaries

Indexes

Electronic menus

Icons

**Suggested Strategies/Activities**

- Use cooperative learning and games that involve partners and groups.
- Deliver instruction using songs, raps, or rhythmic games and activities.

**Formative Assessment**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub-Topics**

- American Traditions

**Resources Needed**

- Reading Street Textbook
- Red White and Blue: The Story of the American Flag” Reading Street Leveled Readers

<b>Week 33</b>
----------------

**I CAN STATEMENTS:**

- I can ask and answer questions to show that I understand what I am hearing or reading.
- I can ask questions to deepen my understanding of what I hear or read.

**Critical Vocabulary**

Efficiently

Clarify

Comprehension

Topic

Understanding

**Suggested Strategies/Activities**

- Utilize journal writing, imaginative activities and games.
- Deliver instructions to promote student interaction with others.

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Identify Sub- Topics**

- Family Traditions

**Resources Needed**

- Reading Street Textbook
- “A Birthday Basket for Tia”
- Reading Street Leveled Readers

<b>Week 34</b>
----------------

**I CAN STATEMENTS:**

- I can describe the overall structure of a story.
- I can describe how the beginning of a story introduces it.
- I can describe how the ending of a story concludes the action.

**Critical Vocabulary**

Describe

Structure

Concludes

Action

**Suggested Strategies/Activities**

- Utilize charades, skits, and plays.
- Use physical activities to teach concepts

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice



**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Resources Needed**

- Reading Street Textbook
- “Cowboys”
- Reading Street Leveled Readers

<b>Week 35</b>
----------------

**I CAN STATEMENTS:**

- I can identify words with inconsistent spelling-sound correspondences.
- I can use Standard English when I write.
- I can use Standard English when I speak.

**Critical Vocabulary**

Identify

Inconsistent

Correspondences

Demonstrate

Grammar

**Suggested Strategies/Activities**

- Deliver instruction using hands-on and movement activities.
- Deliver instruction through a visual presentation

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- **Reading Street Multiple Choice and Short answer test**
- **Accelerated Reader Tests on Computer**
- **Common PLC teams will design the common assessments**

**Resources Needed**

- **Reading Street Textbook**
- **Jingle Dancer”**
- **Reading Street Leveled Readers**

<b>Week 36</b>
----------------

**I CAN STATEMENTS:**

- I can produce, expand and rearrange complete simple and compound sentences.

**Critical Vocabulary**

Produce

Expand

Rearrange

Simple sentence

Compound sentence

**Suggested Strategies/Activities**

- Allow collaboration with a partner or a small study group prior to tests.

**Balanced Assessment:**

**Formative**

- Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning.
- Observation/Anecdotal
- Notes
- Group Discussion
- Participation
- Journal Writing
- Performance-based tasks and/or activities
- Learning Logs
- Written Daily Practice

**Summative**

- Reading Street Multiple Choice and Short answer test
- Accelerated Reader Tests on Computer
- Common PLC teams will design the common assessments

**Resources Needed**

- Reading Street Unit Test Booklet

