

Semester: 1st

Grade Level/Department: 2nd

Subject: Reading

Team Members: Brianna & Darcy

Standard #	Description	Example or Rigor	Prior Skills Needed	Assessment	When Taught?
2.1.A	The student will understand and apply knowledge of the sounds of the English language (phonemic awareness), the sound-symbol relationship (phonics), and word recognition strategies to read grade-level materials with accuracy and fluency.	Use word structure and phonics knowledge (including consonants, blends, digraphs, and vowel combinations) to decode words. Identify individual word parts to decode and determine the meaning of compound and multi-syllabic words. Fluently read 200 high-frequency words. Read aloud grade-appropriate text with accuracy, fluency and expression. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.	Kindergarten/1 st grade sight words, knowledge of letter sounds/patterns	Daily assignments In class activities Unit tests	On-going throughout year
2.1.B	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	Learn and use new words through explicit instruction and independent reading. Use context and word structure to help determine a word's meaning. Identify prefixes and synonyms. Use a grade-appropriate dictionary or glossary to locate word meanings.	Knowledge of phonics and alphabetical order	Daily assignments In class activities Unit tests	On-going throughout year
2.1.C	The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read.	Recall and use prior learning and preview text to prepare for reading. Analyze text by using pictures, diagrams, titles and headings. Monitor comprehension, reread and use strategies to self-correct when necessary. Restate the sequence of events or ideas in a text.	Background knowledge of daily life, understanding of order of events, basic understanding of cause and effect	Daily assignments In class activities Unit tests	On-going throughout year

		Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts. Make predictions about text and verify outcomes.			
2.1.D	The student will actively engage in the reading process and read, understand, respond to and appreciate a wide variety of fiction, poetic and non-fiction texts.	Follow two-step written directions. Read from and listen to texts representing a variety of genres (fantasy, realistic fiction). Identify and describe main characters, settings, and plot. Use details from the story to support interpretation. Compare and contrast two works by the same author and/or with the same theme. Read selections for personal enjoyment.	Knowledge of books; basic reading ability, understanding of similarities and differences	Daily assignments In class activities Unit tests	On-going throughout year
2.2.A	The student will compose narrative and informational pieces of writing.	Write in a variety of modes to express meaning, including narrative and functional. Use informal writing skills, such as note taking to record information or observations.	Basic writing skills, spelling skills, knowledge of grammar and sentence structure	Daily assignments In class activities Unit tests	On-going throughout year
2.2.B	The student will demonstrate increased emerging knowledge in a writing process, with attention to organization, focus, and quality of ideas.	Write sentences employing the composing processes of pre-writing and writing.	Basic writing skills, spelling skills, knowledge of grammar and sentence structure	Daily assignments In class activities Unit tests	On-going throughout year
2.2.C	The student will apply standard English conventions when writing.	Identify and correctly use nouns. Use correct end marks for sentences. Apply phonics knowledge and spelling rules to produce correctly spelled words. Use correct spelling for high-frequency sight words, regular plurals, and simple compound	Basic writing skills, spelling skills, knowledge of grammar and sentence structure	Daily assignments In class activities Unit tests Weekly spelling test	On-going throughout year

		words. Spell grade-appropriate words correctly in final draft.				
2.2.D	The student will locate and use information in reference materials	Alphabetize by first and second letter. Use glossaries.	Understanding of alphabetical order	Daily assignments In class activities Unit tests	On-going throughout year	
2.2.E	The student will begin to write legibly.	Use legible handwriting with improved formation of the uppercase and lowercase letters of the alphabet and numbers. Space words and sentences appropriately.	Basic writing skills, fine motor control	Daily assignments In class activities	On-going throughout year	
2.3.A	The student will demonstrate understanding and communicate effectively through listening and speaking.	Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. Comprehend text or information presented orally. Follow two- or three-step oral directions. Explain and clarify needs, feelings and ideas to peers and adults in complete sentences. Report on a topic by sharing facts, opinions, ideas, prior knowledge or personal experiences in a logical sequence. Recite and respond to stories, poems, rhymes and songs with expression. Use voice level, phrasing, pace and intonation appropriate for language situation.	Listening skills, speaking skills	Daily assignments In class activities Classroom discussions Classroom plays Unit tests	On-going throughout year	
2.3.B	The student will become familiar with the structure of printed material.	Ask and respond to questions. Identify the cover, title page, and glossary of a book. Understand that different types of books, such as fiction, nonfiction and reference materials, have different purposes.	Knowledge of books	Daily assignments In class activities Unit tests	On-going throughout year	

Description—What is the essential standard to be learned? Define in student-friendly vocabulary.

Example or Rigor—What does this look like? Provide an example or sample problem.

Prior Skills Needed—What knowledge or skills must the student already have in order to master this standard?

Assessment—How will student mastery be measured?

When Taught—What is the proposed time frame for teaching this standard?

**Adapted from Solution-Tree 2009 Reproductions*

Semester: 2 Grade Level/Department: 2nd Subject: Reading Team Members: Brianna & Darcy

Standard #	Description	Example or Rigor	Prior Skills Needed	Assessment	When Taught?
2.1.B	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	Identify suffixes. Generate and use antonyms and multiple-meaning words to express meaning.	Vocabulary skills Reading skills	Unit test Daily assignments	March January
2.1.C	The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read.	Identify the topic, facts and supporting details in non-fiction texts. Summarize text.	Basic reading and writing skills	Unit test Writing assignments	April March
2.1.D	The student will actively engage in the reading process and read, understand, respond to and appreciate a wide variety of fiction, poetic and non-fiction texts.	Read from and listen to texts representing a variety of genres (such as poetry, folk tales, drama, informational) from America and other countries. Compare and contrast works by different authors.	Basic reading skills, listening skills	In class activities Unit test	Ongoing throughout year January – February
2.11.A	The student will compose narrative and informational pieces of writing.	Create informative writing. Use listing & mapping to record info/observations.	Writing skills, organization skills	Writing assignments	March - May

2.11.B	The student will demonstrate increased emerging knowledge in a writing process, with attention to organization, focus, and quality of ideas.	Write sentences employing the composing processes: using revising, editing and creating a final copy.	Writing skills	Writing assignments	January
2.11.C	The student will apply standard English conventions when writing.	Identify and correctly use verbs and pronouns. Identify and use descriptive words such as adjectives and adverbs. Write sentences with correct subject-verb agreement.	Knowledge of sentence structure and nouns	Unit test Daily assignments	January-February, April April-May February
2.11.D	The student will locate and use information in reference materials.	Use grade-level appropriate reference material to obtain information.	Library and reference book skills such as: encyclopedias, dictionaries, glossaries, and telephone directories. Understanding alphabetical order and guide words to improve rate of finding information.	Daily assignments Unit tests	Ongoing throughout year

Description—What is the essential standard to be learned? Define in student-friendly vocabulary.

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Prior Skills Needed—What knowledge or skills must the student already have in order to master this standard?

Assessment—How will student mastery be measured?

When Taught—What is the proposed time frame for teaching this standard?

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