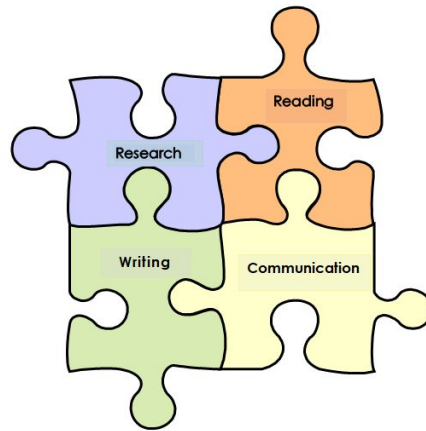


Grade 2 English Curriculum & Pacing Guide



Amherst County Public Schools
Every Child Every Day

Teacher Notes

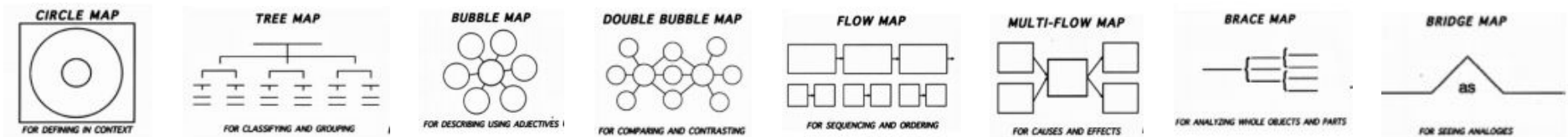
ACPS will utilize a theme approach to integrate the English strands of reading, writing, research, and communication. To the extent possible, a variety of genres should be utilized during a unit of study. Best practices include:

- **Paired texts** (Paired texts can include books, plays, articles, poems, functional text, graphics, or digital media)
- **Use of text-dependent questions** (QAR)
- **Use of inference questions** (QAR)
- **Use of text-based vocabulary**
- **Writing components in every lesson**
- **Frequent research components**


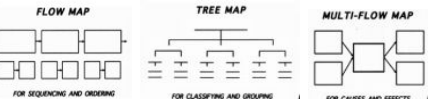
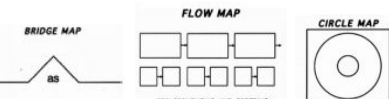
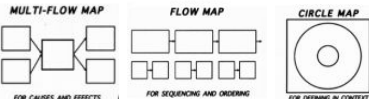
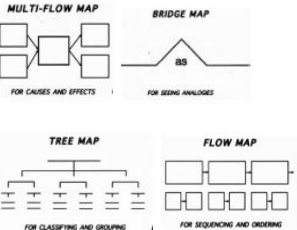
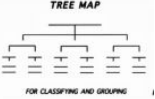
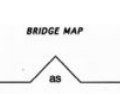
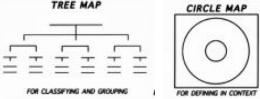
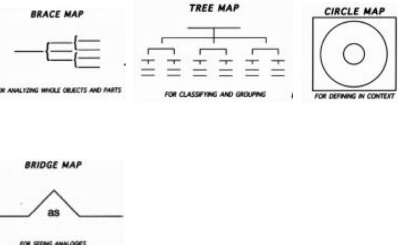
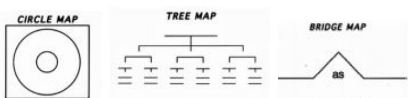
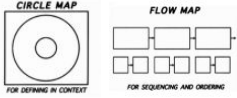
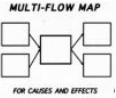

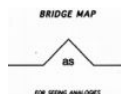



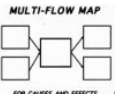

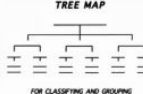

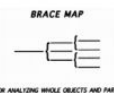




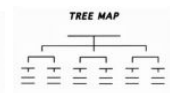


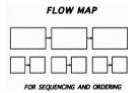
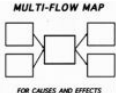
ACPS Literacy Plan outlines **seven comprehension strategies** that will be incorporated during units of study throughout the reading process. “Strategies are conscious, flexible plans a reader applies to a variety of texts, both narrative and expository. The use of strategies implies awareness, reflection, and interaction between the reader and the author. Strategies do not operate individually or sequentially, but are interrelated and recursive. The goal is the active construction of meaning and the ability to adapt strategies to varying reading demands.” (Vogt & Verga, 1998) Explicit teaching and modeling of the strategies is necessary to assist students in learning to use them independently to make sense of the text they encounter.

- Monitoring Comprehension/Metacognition
- Predicting/Activating Background Knowledge/Schema
- Questioning
- Visualizing
- Determining Importance
- Summarizing & Synthesizing
- Inferring

ACPS utilizes **Thinking Maps** in order for students to create mental visual patterns for thinking based on the fundamental thinking processes.



The following are examples of reading skills associated with each of the maps. These can be expanded upon based on teacher discretion.

Predictions	Summarizing (Story Elements, BME, Problem/Solution, Main Idea/Details, etc.)	Making Connections	Ask/Answer Questions
  	  	  	  
Character Analysis	Fact & Opinion	Context Clues	Author's Purpose
   		 	 
Vocabulary (Affixes, Compound Words, Phonics, Homophones, Synonyms/Antonyms)	Multi-Meaning Words	Locate Information	Cause & Effect
   	  	 	

*All resources and products listed within this document are for guidance purposes.

Content Knowledge for Implementation of the Standards

(taken from 2010 VDOE English Curriculum Framework)

Phonological awareness is the term used to describe a student’s understanding that spoken words consist of sounds. Students who are phonologically aware demonstrate an ability to hear and manipulate the sound structure of language at each of the word, syllable and phoneme (individual sound) levels. Phonological awareness typically progresses in a developmental continuum, (i.e., rhyming → sentence segmenting → syllable blending/segmenting → syllable splitting [onset and rime blending/segmenting] → phoneme blending, segmenting, and manipulating).

Phonemes are the smallest units of sound in language (e.g., man has three phonemes /m/-/a/- /n/).

Consonant blends are voiced (each letter is heard) combinations of two or three consonants (e.g., fl-, cl-, dr-, str-).

Consonant digraphs are combinations of two consonants forming a new sound (e.g., sh-, wh-, ch-, th-).

R-controlled vowel patterns – when a vowel is followed by an r it makes a special sound (e.g., /ar/- as in car, /or/- as in storm, /ir/- as in bird, /ur/- as in turn, /er/- as in butter)

Homophones are words that are pronounced the same and have different meanings regardless of their spelling

Antonyms are words with opposite meanings (e.g., off/on, fast/slow).

Synonyms are words with similar meanings (e.g., small, little, tiny).

Affixes are word elements that are attached to a stem, base, or root. Common affixes are prefixes, which are added to the beginning of words (e.g., un-, re-, mis-, dis-, non- and pre-), and suffixes, which are added to the end of words (e.g., -ly, -er, -y, -ful, -less, -able, -ed, -ing, -est).

Main idea is the most important idea from the paragraph or story.

Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.

Informative/explanatory – students write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Narrative - students write narratives to develop real or imagined experiences or events using descriptive details, and clear event sequences.

Declarative sentences form a statement (e.g., She is my friend.).

Interrogative sentences form a question (e.g., What time is it?).

Exclamatory sentences use powerful emotions or feelings (e.g., We won the game!).

NINE WEEKS 1

Division Required Assessments: PALS, ACPS Writing Prompt (narrative), ACPS Reading Rubric, NW1 Division Reading & Writing Assessment

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks

***Once introduced, all SOLs will continue to be revisited throughout the year until mastery.**

<p>THEME: Strategic Reading and Thinking: Introduction to Seven Comprehension Strategies SKILLS TARGETED: N/A STRATEGY FOCUS: Introduction to all 7 (Background knowledge/Making Connections/Schema, Determining Importance, Questioning, Visualize, Infer/Predict/Draw Conclusions, Summarize/Synthesize, Self-Monitor/Metacognition) APPROXIMATE TIME: 2 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>2.1 The student will use oral communication skills.</p> <p>2.1a Listen actively and speak using appropriate discussion rules</p> <p>2.1d Share information orally with appropriate facts and relevant details</p> <p>2.1i Work respectfully with others and show value for individual contributions.</p> <p>2.2 The student will demonstrate an understanding of oral early literacy skills.</p>	<p><u>Intro:</u></p> <p>2.7 The student will read and demonstrate comprehension of fictional texts.</p> <p>2.7a Make and confirm predictions</p> <p>2.7g Summarize stories and events with beginning, middle, and end in the correct sequence</p> <p>2.7h Draw conclusions based on the text</p>	<p>2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>2.10a Understand writing as a process</p> <p>2.10c Use prewriting strategies to generate ideas</p>	<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p> <p>2.12a Generate topics of interest</p> <p>2.12b Generate questions to gather information</p>	<p>KEY: F - Fiction RF - Realistic fiction NF - Nonfiction</p> <hr/> <p>Readinga-z.com Readworks.org</p> <p><i>How the Chipmunk Got His Stripes</i> (Journeys) F</p> <p><i>Henry and Mudge</i> (Journeys, Lesson 1) F</p> <p><i>The Three Billy Goats Gruff</i> by Paul Galdone F</p> <p><i>Rapunzel</i> by Jennifer Beck F</p> <p><i>The Boy Who Cried Bigfoot</i> by Dan</p>	<p>-Personal narrative about summer</p> <p>-Personal narrative about entering second grade</p> <p>-Create strategy posters during whole group discussion or in small groups to keep up in the room for reference throughout the year.</p>

<p>2.2a Create oral stories to share with others</p> <p>2.2b Create and participate in oral dramatic activities</p> <p>2.2c Participate in a variety of oral language activities, including choral speaking and recitation</p>	<p>2.8 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>2.8b Make and confirm predictions</p> <p>2.8d Set purpose for reading</p> <p>2.8e Ask and answer questions using the text as support</p> <p>2.8g Draw conclusions based on the text</p>			<p>Greenberg F</p> <p>Teacher Resources: <i>Comprehension Comprehensions: Bridges to Strategic Reading</i> by Tanny McGregor</p> <p><i>Constructing Meaning Through Kid-Friendly Comprehension Strategy Instruction</i> by Nancy Boyles</p> <p>ACPS Literacy Plan</p>	
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THEME: Citizenship

SKILLS TARGETED: Make/confirm predictions, Story Elements, Background knowledge, Set purpose (nonfiction), Text Features

STRATEGY FOCUS: Making Connections, Determining importance, Inferring/Predicting, Visualizing, Self-Monitoring

APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>2.1 The student will use oral communication skills.</p> <p>2.1a Listen actively and speak using appropriate discussion rules</p> <p>2.1d Share information and relevant details</p> <p>2.1g Participate as a contributor and leader in collaborative and partner discussions</p> <p>2.1i Work respectfully with others and show value for individual contributions.</p> <p>2.2 The student will demonstrate an understanding of oral early literacy skills.</p> <p>2.2a Create oral stories to share with others</p> <p>2.2b Create and participate in oral dramatic activities</p>	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p> <p>2.3a Count phonemes within one-syllable words</p> <p>2.3b Blend sounds to make one-syllable words</p> <p>2.3c Segment one-syllable words into phonemes</p> <p>2.4 The student will use phonetic strategies when reading and spelling.</p> <p>2.4b Use knowledge of short vowel patterns to decode and spell words</p>	<p>2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>2.10a Understand writing as a process</p> <p>2.10b Identify audience and purpose</p> <p>2.10c Use prewriting strategies to generate ideas</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>2.11a Recognize and use complete sentences</p> <p>2.11b Use and punctuate declarative, interrogative, and exclamatory sentences</p>	<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p> <p>2.12a Generate topics of interest</p> <p>2.12b Generate questions to gather information</p> <p>2.12c Identify pictures, texts, people, or media as sources of information</p>	<p>KEY: F - Fiction RF - Realistic fiction NF - Nonfiction</p> <hr/> <p>Readinga-z.com Readworks.org</p> <p><i>Dex the Heart of a Hero</i> (Journeys) F</p> <p><i>My Mouth is a Volcano!</i> by Julia Cook RF</p> <p><i>Chrysanthemum</i> by Kevin Henkes F</p> <p><i>What If Everybody Did That?</i> By Ellen Javernick RF</p> <p><i>Wemberly Worried</i> by Kevin Henkes F</p> <p><i>Carl and the Baby Duck</i> by Alexandra Day F</p> <p><i>What Makes Someone A Hero?</i> (Readworks.org) NF</p> <p><i>What is Citizenship?</i> By</p>	<p>-Complete a bubble map detailing qualities of a good citizen and then write about it.</p> <p>-Make a double bubble map or Venn-diagram comparing and contrasting fiction and nonfiction.</p> <p>-Personal narrative about how they demonstrate qualities of a good citizen.</p> <p>-Interview a classmate about what it means to be a good citizen and then use it to write a summary.</p> <p>-Create a poster explaining good citizenship and present it to the class.</p> <p>-Draw/write an alternate ending or resolution to the problem in the story.</p>

<p>2.2c Participate in a variety of oral language activities, including choral speaking and recitation</p>	<p>2.6 The student will expand vocabulary and use of word meanings.</p> <p>2.6d Discuss meanings of words and develop vocabulary by listening and reading a variety of texts</p> <p>2.7 The student will read and demonstrate comprehension of fictional texts.</p> <p>2.7a Make and confirm predictions</p> <p>2.7d Describe characters, setting, and plot events in fiction and poetry</p> <p>2.7f Identify the theme (Introduction)</p> <p>2.7i Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression</p> <p>2.8 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>2.8a Preview the selection using text features including table</p>			<p>Jessica Pegis (getepic.com) NF</p> <p><i>Officer Buckle and Gloria</i> (Journeys, Lesson 15) F</p> <p><i>Amelia Bedelia 4 Mayor</i> by Herman Parish F</p> <p><i>Do Unto Otters</i> by Laurie Keller F</p>	<p>-Create a theme bag to explain main idea and detail (students can draw or bring in a main idea bag) as related to theme. Example: Farm Animal: pictures of pig, duck, chicken, cow, etc.</p> <p>-Keep a reading journal of responses to the stories read in class, including thinking maps, graphic organizers, and summaries.</p>
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	<p>of contents, headings, pictures, captions, and maps</p> <p>2.8b Make and confirm predictions</p> <p>2.8c Use prior and background as context for new learning</p> <p>2.8d Set purpose for reading</p> <p>2.8f Identify the main idea (Introduction)</p> <p>2.8h Read and reread familiar texts with fluency, accuracy, and expression</p>				
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THEME: Bravery/Heroism

SKILLS TARGETED: Text Features, Predictions (Cont.), Sequencing,

STRATEGY FOCUS: Determining importance, Questioning, Predicting/Inferring/Drawing conclusions, Visualizing, Self-Monitoring

APPROXIMATE TIME: 4 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>2.1 The student will use oral communication skills.</p> <p>2.1e Use increasingly complex sentence structures in oral communication</p> <p>2.1f Begin to self-correct errors</p> <p>2.1g Participate as a contributor and leader in collaborative and partner discussions</p> <p>2.1i Work respectfully with others and show value for individual contributions</p> <p>2.2 The student will demonstrate an understanding of oral early literacy skills.</p> <p>2.2c Participate in a variety of oral language activities, including choral speaking and recitation</p>	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p> <p>2.3a Count phonemes within one-syllable words</p> <p>2.3b Blend sounds to make one-syllable words</p> <p>2.3c Segment one-syllable words into phonemes</p> <p>2.4 The student will use phonetic strategies when reading and spelling.</p> <p>2.4a Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words</p>	<p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>2.11e Use apostrophes in contractions and possessives</p> <p>2.11f Use contractions and singular possessives</p> <p><u>Continued:</u> 2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>2.10a Understand writing as a process</p> <p>2.10b Identify audience and purpose</p> <p>2.10c Use prewriting strategies to generate ideas</p> <p>2.10d Use strategies for organization according</p>	<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p> <p>2.12a Generate topics of interest</p> <p>2.12b Generate questions to gather information</p>	<p>KEY: F - Fiction RF - Realistic fiction NF - Nonfiction</p> <p>Readinga-z.com Readworks.org</p> <p><i>Dex the Heart of a Hero</i> (Journeys, Lesson 20) F</p> <p><i>Officer Buckle and Gloria</i> (Journeys, Lesson 15) F</p> <p><i>Harriet Tubman: Follow the North Star</i> by Violet Findley NF</p> <p><i>Blackbeard the Pirate</i> via ReadingA-Z.com NF</p> <p><i>I Need My Monster</i> by Amanda Noll F <i>Johnny Appleseed: An American Who Made a Difference</i> by Alyse Sweeney NF</p> <p><i>Who Was Sacagawea?</i> by Judith Bloom Fradin,</p>	<p>-Write an expository piece explaining what makes someone a hero.</p> <p>-Use a double bubble map to compare and contrast a fictional hero to a non-fictional hero.</p> <p>-Interview someone about who their personal hero is and why and use it to write a summary.</p> <p>-Create and label your own superhero featuring characteristics you think make someone a hero. Share with the class.</p> <p>-Keep a reading journal of responses to the stories read in class, including thinking maps, graphic organizers, and summaries.</p>

	<p>2.4b Use knowledge of short and long vowel patterns to decode and spell words</p> <p>2.4d Apply decoding strategies to confirm or correct while reading</p> <p>2.5 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>2.5a Use information and context clues in the story to read words.</p> <p>2.6 The student will expand vocabulary and use of word meanings.</p> <p>2.6e Use word-reference materials including dictionaries, glossaries, and indices</p> <p>2.7 The student will read and demonstrate comprehension of fictional texts.</p> <p>2.7a Make and confirm predictions</p> <p>2.7g Summarize beginning, middle, and</p>	<p>to the type of writing</p> <p>2.10e Organize writing to include a beginning, middle, and end</p>		<p>Dennis Brindell Fradin NF</p> <p><i>Should You Be Afraid of Sharks?</i> Via ReadWorks.org NF</p> <p><i>Thanking Brave Americans</i> via ReadWorks.org NF</p>	
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	<p>end in the correct sequence</p> <p>2.7i Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression</p> <p>2.8 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>2.8a Preview the selection using text features including table of contents, headings, pictures, and maps</p> <p>2.8b Make and confirm predictions</p> <p>2.8h Read and reread familiar texts with fluency, accuracy, and expression</p>				
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NINE WEEKS 2

Division Required Assessments: ACPS Writing Prompt (expository), ACPS Reading Rubric, NW2 Division Reading & Writing Assessment

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks

***Once introduced, all SOLs will continue to be revisited throughout the year until mastery.**

THEME: Cooperation SKILLS TARGETED: Theme, Main idea/Details, Conflict and Resolution, Vocabulary Development STRATEGY FOCUS: Making Connections, Determining importance, Visualizing, Summarizing, Inference/Drawing Conclusions, Self-Monitoring APPROXIMATE TIME: 3 weeks					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>2.1 The student will use oral communication skills.</p> <p>2.1a Listen actively and speak using appropriate discussion rules</p> <p>2.1d Share information and relevant details</p> <p>2.1g Participate as a contributor and leader in collaborative and partner discussions</p> <p>2.1h Ask and answer questions to seek help, get information, or clarify information</p> <p>2.1i Work respectfully with others and show value for individual contributions</p>	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p> <p>2.3a Count phonemes within one-syllable words</p> <p>2.3b Blend sounds to make one-syllable words</p> <p>2.3c Segment one-syllable words into phonemes</p> <p>2.4 The student will use phonetic strategies when reading and spelling.</p>	<p>2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>2.10d Use strategies for organization according to the type of writing</p> <p>2.10e Organize writing to include a beginning, middle, and end</p> <p>2.10f Write facts about a subject to support a main idea</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>2.11c Capitalize all proper nouns and the word I</p>	<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p> <p>2.12a Generate topics of interest</p> <p>2.12b Generate questions to gather information</p> <p>2.12c Identify pictures, texts, people, or media as sources of information</p>	<p>KEY: F - Fiction RF - Realistic fiction NF - Nonfiction</p> <hr/> <p>Readinga-z.com Readworks.org</p> <p><i>Animals Building Homes</i> (Journeys, Lesson 6) NF</p> <p><i>Click Clack Moo Cows That Type</i> (Journeys, Lesson 11) F</p> <p><i>Helping Paws</i> (Journeys, Lesson 3) NF</p> <p><i>Guardian Dogs: Penguin Protectors</i> (from Reading a-z) NF</p> <p><i>Carl and the Baby Duck</i> by Alexandra Day F</p> <p><i>Bring Back My Gerbill!</i></p>	<p>-Write a narrative piece about a time when they had to cooperate with someone in order to complete an assignment or project.</p> <p>-Theme bag: Students use clues from a paper bag to identify theme and give ideas of additional objects that could be added as related to theme. (Also can be done and a matching activity)</p> <p>-Keep a reading journal of responses to the stories read in class, including thinking maps, graphic organizers, and summaries.</p>

<p>2.2 The student will demonstrate an understanding of oral early literacy skills.</p> <p>2.2c Participate in a variety of oral language activities, including choral speaking and recitation</p>	<p>2.4b Use knowledge of short vowel patterns to decode and spell words</p> <p>2.5 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>2.5a Use information and context clues in the story to read words.</p> <p>2.6 The student will expand vocabulary and use of word meanings.</p> <p>2.6d Discuss meanings of words and develop vocabulary by listening and reading a variety of texts</p> <p>2.6f Use vocabulary from other content areas</p> <p>2.7 The student will read and demonstrate comprehension of fictional texts.</p> <p>2.7e Conflict and resolution</p> <p>2.7f Identify the theme</p> <p>2.7h Draw conclusions based on the text</p>	<p>2.11d Use singular and plural nouns and pronouns</p> <p><u>Continued:</u> 2.10a Understand writing as a process</p> <p>2.10b Identify audience and purpose</p> <p>2.10c Use prewriting strategies to generate ideas</p> <p>2.11a Recognize and use complete sentences</p> <p>2.11b Use and punctuate declarative, interrogative, and exclamatory sentences</p>		<p>by Edith Tarbescu F</p> <p><i>Insects and Animals that Pollinate Plants</i> via ReadWorks.org NF</p> <p><i>Animals that Solve Weather-Related Problems</i> [Paired Text] featured on ReadWorks.org F/NF</p> <p><i>The Animal Bridge</i> via ReadingA-Z F</p>	
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	<p>2.7i Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression</p> <p>2.8 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>2.8f Identify the main idea</p> <p>2.8f Draw conclusions based on the text</p> <p>2.8h Read and reread familiar texts with fluency, accuracy, and expression</p> <p>*Review NW1 Skills</p>				
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THEME: Friendship
SKILLS TARGETED: Drawing conclusions, Vocabulary Development
STRATEGY FOCUS: Visualizing, Inferring/Predicting, Summarizing, Self-Monitoring
APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>2.1 The student will use oral communication skills.</p> <p>2.1b Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond</p> <p>2.1c Speak audibly with appropriate voice level, phrasing, and intonation</p> <p>2.2 The student will demonstrate an understanding of oral early literacy skills.</p> <p>2.2a Create oral stories to share with others</p> <p>2.2b Create and participate in oral dramatic activities</p> <p>2.2c Participate in a variety of oral language activities, including choral speaking and recitation</p>	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p> <p>2.3c Segment one-syllable words into phonemes</p> <p>2.3d Add or delete phonemes to make words</p> <p>2.4 The student will use phonetic strategies when reading and spelling.</p> <p>2.4a Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words</p> <p>2.4b Use knowledge of short and long vowel</p>	<p>2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>2.10h Expand writing to include descriptive detail</p> <p>2.10i Revise writing for clarity</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>2.11g Use knowledge of simple abbreviations</p> <p>2.11h Use correct spelling for commonly used sight words, including compound words and regular plurals</p> <p>2.11k Use adjectives correctly</p> <p><u>Continued:</u> 2.10 The student will</p>	<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p> <p>2.12a Generate topics of interest</p> <p>2.12b Generate questions to gather information</p>	<p>KEY: F - Fiction RF - Realistic fiction NF - Nonfiction</p> <p>Readinga-z.com Readworks.org</p> <p><i>Gloria Who Might Be My Best Friend</i> (Journeys, Lesson 22) RF</p> <p><i>The Mysterious Tadpole</i> (Journeys, Lesson 26) F</p> <p><i>Henry and Mudge: Under the Yellow Moon</i> (Journeys, Lesson 3) F</p> <p><i>Henry and Mudge</i> (Journeys, Lesson 1) F</p> <p><i>Frog and Toad Are Friends</i> by Arnold Lobel F</p> <p><i>The Giving Tree</i> by Shel Silverstein F</p> <p><i>Five Little Sharks Swimming in the Sea</i> by</p>	<p>-Interview someone about what makes a good friend.</p> <p>-Journal about how you think you show friendship to others.</p> <p>-Make a flow map explaining how to make a friend. Use it to create a paragraph.</p> <p>-Write an expository piece about how to make a new friend.</p> <p>-Drawing Conclusion bag- using different object students will decide who the bag belongs to. Share the bag with the class</p> <p>-Keep a reading journal of responses to the stories read in class, including thinking maps, graphic organizers, and summaries.</p>

	<p>patterns to decode and spell words</p> <p>2.4d Apply decoding strategies to confirm or correct while reading</p> <p>2.5 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>2.5a Use information and context clues in the story to read words.</p> <p>2.6 The student will expand vocabulary and use of word meanings.</p> <p>2.6c Use knowledge of synonyms and antonyms</p> <p>2.6d Discuss meanings of words and develop vocabulary by listening and reading a variety of texts</p> <p>2.6e Use word-reference materials including dictionaries, glossaries, and indices</p> <p>2.6f Use vocabulary from other content areas</p>	<p>write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>2.10a Understand writing as a process</p> <p>2.10d Use strategies for organization according to the type of writing</p> <p>2.10e Organize writing to include a beginning, middle, and end</p> <p>2.10f Write facts about a subject to support a main idea</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>2.11a Recognize and use complete sentences</p> <p>2.11b Use and punctuate declarative, interrogative, and exclamatory sentences</p> <p>2.11c Capitalize all proper nouns and the word I</p>		<p>Steve Metzger F</p> <p><i>Second-Grade Friends</i> by Miriam Cohen RF</p> <p><i>Bring Back My Gerbill!</i> by Edith Tarbescu F</p> <p><i>Enemy Pie</i> by Derek Munson RF</p> <p><i>Chester's Way</i> by Kevin Henkes F</p>	
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	<p>2.7 The student will read and demonstrate comprehension of fictional texts.</p> <p>2.7d Describe characters, setting, and plot events in fiction and poetry</p> <p>2.7f Identify the theme</p> <p>2.7h Draw conclusions based on the text</p> <p>2.7i Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression</p> <p>2.8 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>2.8g Draw conclusions based on the text</p> <p>2.8h Read and reread familiar texts with fluency, accuracy, and expression</p>				
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THEME: Traditions

SKILLS TARGETED: Ask and answer questions, Read and reread, Sequence in Recipes and Directions, Vocabulary Development

STRATEGY FOCUS: Determining importance, Questioning, Drawing conclusions, Self-Monitoring

APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>2.1 The student will use oral communication skills.</p> <p>2.1b Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond</p> <p>2.1c Speak audibly with appropriate voice level, phrasing, and intonation</p> <p>2.1h Ask and answer questions to seek help, get information, or clarify information</p> <p>2.2 The student will demonstrate an understanding of oral early literacy skills.</p> <p>2.2a Create oral stories to share with others</p> <p>2.2b Create and participate in oral dramatic activities</p> <p>2.2c Participate in a</p>	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p> <p>2.3d Add or delete phonemes to make words</p> <p>2.4 The student will use phonetic strategies when reading and spelling.</p> <p>2.4a Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words</p> <p>2.4b Use knowledge of short and long vowel patterns to decode and spell words</p>	<p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>2.11g Use knowledge of simple abbreviations</p> <p>2.11h Use correct spelling for commonly used sight words, including compound words and regular plurals</p> <p>2.11k Use adjectives correctly</p> <p><u>Continued:</u></p> <p>2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>2.10a Understand writing as a process</p> <p>2.10e Organize writing to include a beginning, middle, and end</p>	<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p> <p>2.12a Generate topics of interest</p> <p>2.12b Generate questions to gather information</p>	<p>Readinga-z.com Readworks.org</p> <p><i>Two of Everything</i> (Journeys, Lesson 29) F</p> <p><i>Goat in the Rug</i> (Journeys, Lesson 23) F</p> <p><i>Half Chicken</i> (Journeys, Lesson 24) F</p> <p><i>Chinese New Year</i> via ReadWorks.org NF</p> <p><i>Groundhog Day</i> via ReadWorks.org NF</p> <p><i>Traditional Japanese Clothing</i> via ReadWorks.org NF</p> <p><i>I Am Native American</i> via ReadWorks.org NF</p> <p><i>Holidays and Celebrations</i> via ReadWorks.org NF</p> <p><i>Celebrating Food and Family</i> via Reading A-Z NF</p>	<p>-Interview a relative about a family tradition and present to the class.</p> <p>-Research a tradition of a different country and write a summary of learned information.</p> <p>-Write an expository explaining a tradition you take part in.</p> <p>-Bring in an item to share with the class that pertains to a family tradition and present it to the class.</p> <p>-Create KWL chart- having students create questions to ask based off of topic and text features. Record answers and use it to write a summary.</p> <p>-Have student practice asking questions using keywords "Who, What, When, Where, Why, and How" about a topic and</p>

<p>variety of oral language activities, including choral speaking and recitation</p>	<p>2.4d Apply decoding strategies to confirm or correct while reading</p> <p>2.5 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>2.5a Use information and context clues in the story to read words.</p> <p>2.6 The student will expand vocabulary and use of word meanings.</p> <p>2.6b Use knowledge of prefixes and suffixes</p> <p>2.6c Use knowledge of synonyms and antonyms</p> <p>2.6d Discuss meanings of words and develop vocabulary by listening and reading a variety of texts</p> <p>2.6f Use vocabulary from other content areas</p> <p>2.7 The student will read and demonstrate comprehension of fictional texts.</p>	<p>2.10f Write facts about a subject to support a main idea</p> <p>2.10h Expand writing to include descriptive detail</p> <p>2.10i Revise writing for clarity</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>2.11a Recognize and use complete sentences</p> <p>2.11b Use and punctuate declarative, interrogative, and exclamatory sentences</p> <p>2.11c Capitalize all proper nouns and the word I</p>		<p><i>Horrible Harry and the Holiday</i> by Suzy Kline F</p> <p>There Was An Old Lady Who Swallowed a Bell by Lucille Colandro F</p> <p>There Was An Old Lady Who Swallowed a Bat! by Lucille Colandro F</p> <p><i>Making Cents</i> via ReadWorks.org NF</p>	<p>present.</p> <p>-Keep a reading journal of responses to the stories read in class, including thinking maps, graphic organizers, and summaries.</p>
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	<p>2.7c Ask and answer questions using the text for support</p> <p>2.7i Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression</p> <p>2.8 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>2.8a Preview the selection using text features including table of contents, headings, pictures, and maps</p> <p>2.8e Ask and answer questions using the text for support</p> <p>2.8f Identify the main idea</p> <p>2.8 Use knowledge of sequence to read and follow recipes and other sets of directions (EKSP)</p> <p>2.8 Begin to use knowledge of transition words to understand how information is organized (EKSP)</p>				
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	2.8h Read and reread familiar texts with fluency, accuracy, and meaningful expression *Review NW2 Skills				
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NINE WEEKS 3

Division Required Assessments: PALS, ACPS Writing Prompt (descriptive), ACPS Reading Rubric, NW2 Division Reading & Writing Assessment

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks

***Once introduced, all SOLs will continue to be revisited throughout the year until mastery.**

<p>THEME: Kindness SKILLS TARGETED: Story elements, Predictions, Sequencing, Text features, Vocabulary Development STRATEGY FOCUS: Making connections, Determining importance, Questioning, Visualizing, Inferring/Predicting, Self-Monitoring APPROXIMATE TIME: 3.5 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>2.1 The student will use oral communication skills.</p> <p>2.1e Use increasingly complex sentence structures in oral communication</p> <p>2.1f Begin to self-correct errors in language use</p> <p>2.2 The student will demonstrate an understanding of oral early literacy skills.</p> <p>2.2a Create oral stories to share with others</p> <p>2.2b Create and participate in oral dramatic activities</p>	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p> <p>2.3d Add or delete phonemes to make words</p> <p>2.4 The student will use phonetic strategies when reading and spelling.</p> <p>2.4b Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words</p>	<p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>2.11i Use commas in salutation and closing of a letter</p> <p>2.11j Use past and present verbs</p> <p><u>Continued:</u> 2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>2.10a Understand writing as a process</p> <p>2.10d Use strategies for organization according</p>	<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p> <p>2.12c Identify pictures, texts, people, or media as sources of information</p>	<p><i>Mr. Tanen's Tie Trouble</i> (Journeys, Lesson 16) F</p> <p><i>Teacher's Pets</i> (Journeys, Lesson 5) <i>A Lesson for Martin Luther King Jr.</i> by Denise Lewis Patrick F</p> <p><i>Clara and Phillip the Turtle</i> via ReadWorks.org RF</p> <p><i>The Lion and the Mouse</i> via ReadWorks.org F</p> <p><i>The Drum</i> via ReadingA-Z F</p> <p><i>The Best Chef in Second Grade</i> by Katharine Kenah RF</p> <p><i>When I Am Old with You</i></p>	<p>-Create a list of things you can do to show kindness and use it to create a summary.</p> <p>Complete a double bubble map comparing and contrasting two storybook characters recently read about and how they display, or do not display, kindness.</p> <p>-Interview a family member about what it means to be kind. Present findings with the class.</p> <p>-Create a short fictional story that has a clear beginning, middle, and end that includes a character who shows</p>

<p>2.2c Participate in a variety of oral language activities, including choral speaking and recitation</p>	<p>2.4c Decode regular multisyllabic words</p> <p>2.5 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>2.5a Use information and context clues in the story to read words</p> <p>2.5b Use knowledge of sentence structure to determine the meaning of unknown words</p> <p>2.6 The student will expand vocabulary and use of word meanings.</p> <p>2.6a Use knowledge of homophones</p> <p>2.6b Use knowledge of prefixes and suffixes</p> <p>2.6e Use word-reference materials including dictionaries, glossaries, and indices</p> <p>2.7 The student will read and demonstrate comprehension of fictional texts.</p>	<p>to the type of writing</p> <p>2.10e Organize writing to include a beginning, middle, and end</p> <p>2.10h Expand writing to include descriptive detail</p> <p>2.10i Revise writing for clarity</p>		<p>by Angela Johnson RF</p> <p><i>Kindness is Cooler, Mrs. Ruler</i> by Margery Cuyler F</p> <p><i>Crazy Hair Day</i> by Barney Saltzberg F</p> <p><i>Take Care of the Earth Every Day</i> by Tammy Gagne (Epic Books) NF</p>	<p>kindness.</p> <p>-Write a kind letter to a friend including a greeting, body, and a closing.</p> <p>-Keep a reading journal of responses to the stories read in class, including thinking maps, graphic organizers, and summaries.</p>
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	<p>2.7a Make and confirm predictions</p> <p>2.7d Describe characters, setting, and plot events in fiction and poetry</p> <p>2.7e Identify the conflict and resolution</p> <p>2.7g Summarize stories and events with beginning, middle, and end in the correct sequence</p> <p>2.7i Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.</p> <p>2.8 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>2.8a Preview the selection using text features including table of contents, headings, pictures, and maps</p> <p>2.8b Make and confirm predictions</p> <p>2.8h Read and reread familiar texts with fluency, accuracy, and expression</p>				
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THEME: Differences/Diversity

SKILLS TARGETED: Set purpose, Read and reread, Prior knowledge, Predictions

STRATEGY FOCUS: Making connections, Determining importance, Self-Monitoring

APPROXIMATE TIME: 2.5 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>2.1 The student will use oral communication skills.</p> <p>2.1b Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond</p> <p>2.1c Speak audibly with appropriate voice level, phrasing, and intonation</p> <p>2.1i Retell information shared by others</p> <p>2.2 The student will demonstrate an understanding of oral early literacy skills.</p> <p>2.2a Create oral stories to share with others</p> <p>2.2b Create and participate in oral dramatic activities</p> <p>2.2c Participate in a variety of oral</p>	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p> <p>2.3c Segment one-syllable words into phonemes</p> <p>2.3e Blend and segment multisyllabic words at the syllable level</p> <p>2.4 The student will use phonetic strategies when reading and spelling.</p> <p>2.4b Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words</p> <p>2.4c Decode regular multisyllabic words</p> <p>2.5 The student will use semantic clues and</p>	<p><u>Continued:</u></p> <p>2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>2.10a Understand writing as a process</p> <p>2.10d Use strategies for organization according to the type of writing</p> <p>2.10e Organize writing to include a beginning, middle, and end</p> <p>2.10h Expand writing to include descriptive detail</p> <p>2.10i Revise writing for clarity</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>2.11a Recognize and use complete sentences</p>	<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p> <p>2.12c Identify pictures, texts, people, or media as sources of information</p>	<p><i>The Penguin Chick</i> (Journeys, Lesson 21) NF</p> <p><i>The Ugly Vegetables</i> (Journeys, Lesson 7) F</p> <p><i>Schools Around the World</i> (Journeys, Lesson 13) NF</p> <p><i>National Geographic Readers Martin Luther King, Jr.</i> (Epic Books) NF</p> <p><i>Pink and Say</i> by Patricia Polacco RF</p> <p><i>Stellaluna</i> F</p> <p><i>Tacky the Penguin</i> F</p> <p><i>A Lesson for Martin Luther King Jr.</i> by Denise Lewis Patrick (Book room) F</p> <p><i>Picture Day</i> via ReadingA-Z F</p> <p><i>A Bad Case of Stripes</i> by David Shannon F</p>	<p>-Write a descriptive paragraph about what makes you unique and different.</p> <p>-Choose a country (other than the United States of America) to research and learn more about. Use the information to create a poster board sharing what was learned about that country.</p> <p>-Make a double bubble map comparing the United States with another country to present to the class.</p> <p>-Create a double bubble map comparing and contrasting yourself to a friend in the class. Write a summary based on the information included in the map.</p> <p>-Keep a reading journal of responses to the stories read in class,</p>

<p>language activities, including choral speaking and recitation</p>	<p>syntax to expand vocabulary when reading.</p> <p>2.5a Use information and context clues in the story to read words</p> <p>2.5b Use knowledge of sentence structure to determine the meaning of unknown words</p> <p>2.6 The student will expand vocabulary and use of word meanings.</p> <p>2.6a Use knowledge of homophones</p> <p>2.6b Use knowledge of prefixes and suffixes</p> <p>2.6e Use word-reference materials including dictionaries, glossaries, and indices</p> <p>2.7 The student will read and demonstrate comprehension of fictional texts.</p> <p>2.7a Make and confirm predictions</p> <p>2.7b Connect previous experiences to new text</p> <p>2.7i Read and reread stories and poems for</p>	<p>2.11b Use and punctuate declarative, interrogative, and exclamatory sentences</p>			<p>including thinking maps, graphic organizers, and summaries.</p>
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	<p>fluency, accuracy, and expression</p> <p>2.8 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>2.8a Preview the selection using text features including table of contents, headings, pictures, captions, and maps.</p> <p>2.8b Make and confirm predictions</p> <p>2.8d Set purpose for reading</p> <p>2.8h Read and reread familiar texts with fluency, accuracy, and expression</p>				
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THEME: Determination

SKILLS TARGETED: Main idea and details, Theme, Vocabulary Development

STRATEGY FOCUS: Determining importance, Questioning, Summarizing, Self-Monitoring

APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>2.1 The student will use oral communication skills.</p> <p>2.1b Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond</p> <p>2.1c Speak audibly with appropriate voice level, phrasing, and intonation</p> <p>2.2 The student will demonstrate an understanding of oral early literacy skills.</p> <p>2.2a Create oral stories to share with others</p> <p>2.2b Create and participate in oral dramatic activities</p> <p>2.2c Participate in a variety of oral language activities, including choral speaking and recitation</p>	<p>2.4 The student will use phonetic strategies when reading and spelling.</p> <p>2.4b Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words</p> <p>2.5 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>2.5a Use information and context clues in the story to read words</p> <p>2.5b Use knowledge of sentence structure to determine the meaning of unknown words</p> <p>2.6 The student will expand vocabulary and use of word meanings.</p>	<p><u>Continued:</u></p> <p>2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>2.10a Understand writing as a process</p> <p>2.10d Use strategies for organization according to the type of writing</p> <p>2.10e Organize writing to include a beginning, middle, and end</p> <p>2.10h Expand writing to include descriptive detail</p> <p>2.10i Revise writing for clarity</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>2.11a Recognize and use complete sentences</p>	<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p> <p>2.12d Find information from provided sources</p>	<p><i>Luke Goes to Bat</i> (Journeys, Lesson 17) F</p> <p><i>Helen Keller</i> (Journeys, Lesson 14) NF</p> <p><i>The Wednesday Surprise</i> by Eve Bunting F</p> <p><i>The Missing Tooth</i> by Mary Packard RF</p> <p><i>Ruby Bridges Goes to School: My True Story</i> by Ruby Bridges NF</p> <p><i>Cam Jansen The Ghostly Mystery</i> by David A. Adler F</p> <p><i>Hidden Figures: The True Story of Four Black Women and a Space Ride</i> by Margot Lee Shetterly NF</p> <p><i>Salt in His Shoes; Michael Jordan in the Pursuit of a Dream</i> NF</p> <p><i>The Most Magnificent Thing</i> by Ashley Spires F</p>	<p>-Write about a time you did not give up.</p> <p>-Discuss "perseverance" and times in life when we have persevered. Use it to write a narrative about your experience.</p> <p>-Write about a time you persevered by using a growth mindset.</p> <p>-Keep a reading journal of responses to the stories read in class, including thinking maps, graphic organizers, and summaries.</p>

	<p>2.6a Use knowledge of homophones</p> <p>2.6b Use knowledge of prefixes and suffixes</p> <p>2.6e Use word-reference materials including dictionaries, glossaries, and indices</p> <p>2.7 The student will read and demonstrate comprehension of fictional texts.</p> <p>2.7f Identify the theme</p> <p>2.7g Summarize beginning, middle, and end in the correct sequence</p> <p>2.7i Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression</p> <p>2.8 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>2.8f Identify the main idea</p> <p>2.8h Read and reread familiar texts with fluency, accuracy, and expression</p>	<p>2.11b Use and punctuate declarative, interrogative, and exclamatory sentences</p>		<p><i>Brave Irene</i> by William Steig F</p> <p><i>Flat Stanley's Worldwide Adventures</i> by Jeff Brown F</p> <p><i>Odd Boy Out: Young Albert Einstein</i> by Don Brown NF</p>	
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	*Review all NW3 Skills				
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NINE WEEKS 4

Division Required Assessments: PALS, ACPS Writing Prompt (persuasive), ACPS Reading Rubric, NW2 Division Reading & Writing Assessment

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks

***Once introduced, all SOLs will continue to be revisited throughout the year until mastery.**

THEME: Acceptance SKILLS TARGETED: Drawing conclusions, Vocabulary Development STRATEGY FOCUS: Inferring/Predicting, Determining Importance, Self-Monitoring APPROXIMATE TIME: 3 weeks					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>2.1 The student will use oral communication skills.</p> <p>2.1j Restate and follow multi-step directions</p> <p>2.1k Give multi-step directions</p> <p>2.1m Create a simple presentation using multimodal tools</p> <p>2.2 The student will demonstrate an understanding of oral early literacy skills.</p> <p>2.2a Create oral stories to share with others</p> <p>2.2b Create and</p>	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p> <p>2.3e Blend and segment multisyllabic words at the syllable level</p> <p>2.4 The student will use phonetic strategies when reading and spelling.</p> <p>2.4b Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words</p> <p>2.5 The student will use semantic clues and</p>	<p>2.9 The student will maintain legible printing and begin to make the transition to cursive.</p> <p>2.9a Begin to write capital and lowercase letters of the alphabet</p> <p>2.9b Begin to sign his/her first and last names</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>2.11c Capitalize all proper nouns and the word I</p> <p>2.11d Use singular and plural nouns and</p>	<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p> <p>2.12e Organize information in writing or a visual display</p>	<p><i>Diary of a Spider</i> (Journeys, Lesson 4) F</p> <p><i>The Ugly Vegetables</i> (Journeys, Lesson 7) F</p> <p><i>Spaghetti in a Hotdog Bun</i> by Maria Dismondy RF</p> <p><i>Suki's Kimono</i> by Chieri Uegaki (Epic Books) NF</p> <p><i>The Name Jar</i> by Yangsook Choi RF</p> <p><i>Joy in Mudville</i> by Bob Raczka (Epic Books) F</p> <p><i>Stand Tall, Molly Lou Melon</i> by Patty Lovell F</p> <p><i>Picture Day</i> via</p>	<p>-Write a persuasive piece about why we should accept others' differences.</p> <p>-Reflect: Have you come across anyone who is very different from you? How did you treat them? Share your experience with the class.</p> <p>-Write, practice and perform a readers theater about accepting others,</p> <p>-Keep a reading journal of responses to the stories read in class, including thinking maps, graphic organizers, and summaries.</p>

<p>participate in oral dramatic activities</p> <p>2.2c Participate in a variety of oral language activities, including choral speaking and recitation</p>	<p>syntax to expand vocabulary when reading.</p> <p>2.5a Use information and context clues in the story to read words</p> <p>2.5b Use knowledge of sentence structure to determine the meaning of unknown words</p> <p>2.6 The student will expand vocabulary and use of word meanings.</p> <p>2.6b Use knowledge of prefixes and suffixes</p> <p>2.7 The student will read and demonstrate comprehension of fictional texts.</p> <p>2.7d Describe characters, setting, and plot events in fiction and poetry</p> <p>2.7f Identify the theme</p> <p>2.7h Draw conclusions based on the text</p> <p>2.7i Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression</p> <p>2.8 The student will read and demonstrate</p>	<p>pronouns</p> <p><u>Continued:</u></p> <p>2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>2.10a Understand writing as a process</p> <p>2.10d Use strategies for organization according to the type of writing</p> <p>2.10e Organize writing to include a beginning, middle, and end</p> <p>2.10h Expand writing to include descriptive detail</p> <p>2.10i Revise writing for clarity</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>2.11j Use past and present verbs</p> <p>2.11k Use adjectives correctly</p>		<p>ReadingA-Z F</p> <p><i>Thank you, Mr. Faulker</i> by Patricia Polacco RF</p> <p><i>Chester’s Way</i> by Kevin Henkes F</p> <p><i>Seeds of Freedom: The Peaceful Integration of Huntsville, Alabama</i> by Hester Bass NF</p> <p><i>Henry Aaron’s Dream</i> by Matt Tavares RF</p> <p><i>Giraffes Can’t Dance</i> by Giles Andreae F</p> <p><i>Whoever You Are</i> by Mem Fox F</p> <p><i>I Like Myself</i> by Karen Beaumont RF</p> <p><i>The Colors of Us</i> by Karen Katz NF</p> <p>Activities to teach tolerance/acceptance of people different than yourself: http://www.teacherplanet.com/content/tolerance</p> <p>Book “The Crayon Box That Talked” and corresponding activity: https://www.tolerance.org/classroom-resources/tolerance-lessons/what-can-we-learn-from-a-b</p>	
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	<p>comprehension of nonfiction texts.</p> <p>2.8f Identify the main idea</p> <p>2.8g Draw conclusions based on the text</p> <p>2.8h Read and reread familiar texts with fluency, accuracy, and expression</p>			<p>ox-of-crayons</p>	
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THEME: Hope & Change

SKILLS TARGETED: Ask and answer questions, Locating information, Vocabulary Development

STRATEGY FOCUS: Determining importance, Questioning, Self-Monitoring

APPROXIMATE TIME: 4 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>2.1 The student will use oral communication skills.</p> <p>2.1b Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond</p> <p>2.1c Speak audibly with appropriate voice level, phrasing, and intonation</p> <p>2.2 The student will demonstrate an understanding of oral early literacy skills.</p> <p>2.2a Create oral stories to share with others</p> <p>2.2b Create and participate in oral dramatic activities</p> <p>2.2c Participate in a variety of oral language activities, including choral speaking and recitation</p>	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p> <p>2.3e Blend and segment multisyllabic words at the syllable level</p> <p>2.4 The student will use phonetic strategies when reading and spelling.</p> <p>2.4b Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words</p> <p>2.5 The student will use semantic clues and syntax to expand vocabulary when reading.</p>	<p>2.9 The student will maintain legible printing and begin to make the transition to cursive.</p> <p>2.9a Begin to write capital and lowercase letters of the alphabet</p> <p>2.9b Begin to sign his/her first and last names</p> <p>2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>2.10g Write to express an opinion and provide a reason for support</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>2.11e Use apostrophes in contractions and possessives</p>	<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.</p> <p>2.12f Describe difference between plagiarism and using own words</p>	<p><i>Ron's Big Mission</i> by Rose Blue and Corinne Naden NF</p> <p><i>I Wish You More</i> by Amy Krouse Rosenthal F</p> <p><i>The North Star</i> by Peter H. Reynolds F</p> <p><i>Who Wants a Spiny Snack?</i> (Readworks.org) with Text Dependent Questions on VDOE website NF</p> <p><i>The Story of Ferdinand</i> by Munro Leaf F</p> <p><i>Making Lily Laugh!</i> By Ellen Dreyer F</p> <p><i>Odd Boy Out: Young Albert Einstein</i> by Don Brown NF</p> <p><i>I Am Martin Luther King Jr.</i> by Brad Meltzer NF</p> <p>Circle of Hope Activity (Teaching Students to</p>	<p>-Write about hopes for the next school year.</p> <p>-Write an encouraging letter to a 3rd-5th grader taking an SOL test.</p> <p>-Write an inspiring letter to a friend in cursive.</p> <p>-Keep a reading journal of responses to the stories read in class, including thinking maps, graphic organizers, and summaries.</p>

	<p>2.5a Use information and context clues in the story to read words</p> <p>2.5b Use knowledge of sentence structure to determine the meaning of unknown words</p> <p>2.6 The student will expand vocabulary and use of word meanings.</p> <p>2.6b Use knowledge of prefixes and suffixes</p> <p>2.7 The student will read and demonstrate comprehension of fictional texts.</p> <p>2.7c Ask and answer questions using the text for support</p> <p>2.7f Identify the theme</p> <p>2.7i Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression</p> <p>2.8 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>2.8a Preview the selection using text features including table</p>	<p>2.11f Use contractions and singular possessives</p> <p><u>Continued:</u> 2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>2.10a Understand writing as a process</p> <p>2.10d Use strategies for organization according to the type of writing</p> <p>2.10e Organize writing to include a beginning, middle, and end</p> <p>2.10h Expand writing to include descriptive detail</p> <p>2.10i Revise writing for clarity</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>2.11a Recognize and use complete sentences</p> <p>2.11b Use and punctuate declarative, interrogative, and exclamatory sentences</p> <p>2.11i Use commas in</p>		<p>Hope for the Best via http://neatoday.org/2018/05/23/teaching-students-hope/)</p> <p><i>Super Storms</i> (Journeys, Lesson 8)</p> <p><i>Jellies</i> (Journeys, Lesson 10)</p>	
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	<p>of contents, headings, pictures, and maps</p> <p>2.8e Ask and answer questions using the text for support</p> <p>2.8f Identify the main idea</p> <p>2.8h Read and reread familiar texts with fluency, accuracy, and expression</p> <p>*Review all skills</p>	<p>salutation and closing of a letter</p>			
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*Remaining days of instruction will be spent to review previously taught content.

VDOE SKILL PROGRESSION CHARTS

Key for Progression Charts

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level reading standards.	I
The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

Strand: Communication and Multimodal Literacies

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Listen actively and speak using agreed-upon rules for discussion.	I	I	I	I	I	P	P	P	P	P	P	P	P
Follow implicit rules for conversation, including taking turns and staying on topic.	I	I	P	P	P	P	P	P	P	P	P	P	P
Listen and speak in informal conversations with peers and adults.	I	I	P	P	P	P	P	P	P	P	P	P	P
Discuss various texts and topics collaboratively and with partners.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use voice level, phrasing, and intonation appropriate for various language situations.	I	I	I	P	P	P	P	P	P	P	P	P	P
Ask how and why questions to seek help, get information, or clarify information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Work respectfully with others.	I	I	I	I	P	P	P	P	P	P	P	P	P
Listen and respond to a variety of text and media.	I	I	P	P	P	P	P	P	P	P	P	P	P
Initiate conversation with peers and adults	-	I	P	P	P	P	P	P	P	P	P	P	P
Adapt or change oral language to fit the situation.	-	I	I	I	I	I	I	I	P	P	P	P	P
Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.	-	-	I	I	I	I	I	I	P	P	P	P	P
Share information orally with appropriate facts and relevant details.	-	-	I	I	P	P	P	P	P	P	P	P	P
Participate as a contributor and leader in collaborative and partner discussions.	-	-	I	I	I	I	P	P	P	P	P	P	P
Create a simple presentation using multimodal tools.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.	-	-	-	I	I	I	P	P	P	P	P	P	P
Orally summarize information expressing ideas clearly.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use language appropriate for context and audience.	-	-	-	I	I	I	P	P	P	P	P	P	P
Organize ideas sequentially or around major points of information using appropriate facts and relevant details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Contribute to group discussions across content areas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Connect comments to the remarks of others.	-	-	-	-	I	I	I	I	P	P	P	P	P

Use specific vocabulary to communicate ideas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.	-	-	-	-	I	I	I	P	P	P	P	P	P
Locate, organize, and analyze information from a variety of multimodal texts.	-	-	-	-	I	I	I	I	I	P	P	P	P
Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	P	P	P	P	P	P
Evaluate group activities.	-	-	-	-	-	-	I	P	P	P	P	P	P
Analyze the effectiveness of participant interactions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Evaluate one's own contributions to discussions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Give collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	I	I	P	P	P	P
Make statements to communicate agreement or tactful disagreement with others' ideas.	-	-	-	-	-	-	-	I	I	I	P	P	P
Exhibit willingness to make necessary compromises to accomplish a goal.	-	-	-	-	-	-	-	I	I	I	I	P	P
Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	-	-	-	-	-	-	-	-	I	I	I	P	P
Select, organize, and create multimodal content that encompasses opposing points of view.	-	-	-	-	-	-	-	-	I	I	I	I	P
Respond to audience questions and comments.	-	-	-	-	-	-	-	-	I	I	P	P	P
Differentiate between Standard English and informal language.	-	-	-	-	-	-	-	-	I	P	P	P	P
Evaluate presentations.	-	-	-	-	-	-	-	-	I	I	I	P	P
Assist with setting rules for group work, including informal consensus, taking votes on key issues, presentation of alternate views, and goal setting.	-	-	-	-	-	-	-	-	-	I	I	I	I
Access, critically evaluate, and use information accurately to solve problems.	-	-	-	-	-	-	-	-	-	-	I	I	I
Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric and identify any faulty reasoning.	-	-	-	-	-	-	-	-	-	-	I	I	I
Anticipate and address alternative or opposing perspectives and counterclaims.	-	-	-	-	-	-	-	-	-	-	-	I	I
Evaluate various techniques used to construct arguments in multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	I	I
Critique effectiveness of multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	-	I
Media Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-
Differentiate between auditory, visual, and written media messages and their purposes.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare and contrast how ideas and topics are depicted in a variety of media and formats.	-	-	-	-	I	I	I	I	P	P	P	P	P
Identify the purpose and audience of auditory, visual, and written media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P

Identify the characteristics and effectiveness of a variety of media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P
Interpret information presented in diverse media formats and explain how it contributes to the topic.	-	-	-	-	-	-	I	I	I	P	P	P	P
Craft and publish audience-specific media messages.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify persuasive/informative techniques used in media.	-	-	-	-	-	-	-	I	I	I	P	P	P
Distinguish between fact and opinion, and between evidence and inference.	-	-	-	-	-	-	-	I	I	P	P	P	P
Describe how word choice, visual images, and sound convey a viewpoint.	-	-	-	-	-	-	-	I	I	P	P	P	P
Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate sources for relationships between intent and factual content.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	-	-	-	-	-	-	-	-	I	I	P	P	P
Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	-	-	-	-	-	-	-	-	I	I	P	P	P
Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.	-	-	-	-	-	-	-	-	-	I	I	P	P
Monitor, analyze, and use multiple streams of simultaneous information.	-	-	-	-	-	-	-	-	-	I	I	I	P
Analyze the impact of selected media formats on meaning.	-	-	-	-	-	-	-	-	-	-	I	P	P

Strand: Reading

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Relate previous experiences to what is read.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify text features.	I	I	I	I	P	P	P	P	P	P	P	P	P
Set a purpose for reading.	-	I	I	I	P	P	P	P	P	P	P	P	P
Make and confirm predictions.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify theme.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify the main idea.	-	I	I	I	P	P	P	P	P	P	P	P	P
Ask and answer questions using the text for support.	-	-	I	I	I	I	P	P	P	P	P	P	P
Describe characters, setting, and plot events in fiction and poetry.	-	-	I	I	I	I	P	P	P	P	P	P	P
Identify the conflict and resolution.	-	-	I	I	I	P	P	P	P	P	P	P	P
Summarize stories and events with beginning, middle, and end in the correct sequence.	-	-	I	I	I	P	P	P	P	P	P	P	P
Draw conclusions based on the text.	-	-	I	I	I	P	P	P	P	P	P	P	P
Make connections between reading selections.	-	-	-	I	I	I	I	P	P	P	P	P	P
Compare and contrast settings, characters, and plot events.	-	-	-	I	I	I	P	P	P	P	P	P	P

Differentiate between fiction and nonfiction.	-	-	-	I	I	P	P	P	P	P	P	P	P
Identify the author's purpose.	-	-	-	I	I	I	P	P	P	P	P	P	P
Summarize information found in nonfiction texts.	-	-	-	I	I	I	P	P	P	P	P	P	P
Identify supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Describe how the choice of language, setting, and characters contributes to the development of plot.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify genres.	-	-	-	-	I	I	P	P	P	P	P	P	P
Draw conclusions/make inferences about text using the text as support.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare/contrast details in literary and informational nonfiction texts.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify cause-and-effect relationships.	-	-	-	-	I	I	P	P	P	P	P	P	P
Distinguish between fact and opinion.	-	-	-	-	I	I	P	P	P	P	P	P	P
Discuss the impact of setting on plot development.	-	-	-	-	-	I	I	P	P	P	P	P	P
Describe character development.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between first and third person point of view.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between free verse and rhymed poetry.	-	-	-	-	-	I	I	P	P	P	P	P	P
Explain how an author's choice of vocabulary contributes to the author's style.	-	-	-	-	-	I	I	I	P	P	P	P	P
Skim materials to develop a general overview of content and to locate specific information.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify organizational pattern(s).	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify transitional words and phrases that signal an author's organizational pattern.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	-	-	-	-	-	-	I	I	I	P	P	P	P
Describe how word choice and imagery contribute to the meaning of a text.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify and analyze the author's use of figurative language.	-	-	-	-	-	-	I	I	I	P	P	P	P
Analyze ideas within and between selections providing textual evidence.	-	-	-	-	-	-	I	I	I	I	P	P	P
Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.	-	-	-	-	-	-	-	I	I	I	P	P	P
Identify the source, viewpoint, and purpose of texts.	-	-	-	-	-	-	-	I	I	I	P	P	P
Explain the use of symbols and figurative language.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast authors' styles.	-	-	-	-	-	-	-	-	I	I	P	P	P
Analyze details for relevance and accuracy.	-	-	-	-	-	-	-	-	I	I	P	P	P
Identify the characteristics that distinguish literary forms.	-	-	-	-	-	-	-	-	-	I	P	P	P
Analyze the cultural or social function of a literary text.	-	-	-	-	-	-	-	-	-	I	I	P	P
Explain the influence of historical context on the form, style, and point of view of a written work.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify characteristics of expository, technical, and persuasive texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify a position/argument to be confirmed, disproved, or modified.	-	-	-	-	-	-	-	-	-	I	I	P	P
Evaluate clarity and accuracy of information.	-	-	-	-	-	-	-	-	-	I	I	P	P

Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Examine a literary selection from several critical perspectives.	-	-	-	-	-	-	-	-	-	-	I	I	P	
Compare and contrast character development in a play to characterization in other literary forms.	-	-	-	-	-	-	-	-	-	-	I	I	P	
Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	-	-	-	-	-	-	-	-	-	-	I	I	P	
Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Analyze the use of dramatic conventions.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s).	-	-	-	-	-	-	-	-	-	-	-	I	I	
Read and correctly interpret an application for employment, workplace documents, or an application for college admission.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Analyze technical writing for clarity.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.	-	-	-	-	-	-	-	-	-	-	-	-	I	

Strand: Writing

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Differentiate pictures from writing.	I	P	P	P	P	P	P	P	P	P	P	P	P
Generate ideas.	I	I	I	P	P	P	P	P	P	P	P	P	P
Compose simple sentences.	I	I	I	P	P	P	P	P	P	P	P	P	P
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify audience and purpose.	-	I	I	I	I	P	P	P	P	P	P	P	P
Use prewriting activities.	-	I	I	I	I	I	I	P	P	P	P	P	P
Focus on one topic.	-	I	I	I	P	P	P	P	P	P	P	P	P
Organize writing to suit purpose.	-	I	I	I	P	P	P	P	P	P	P	P	P
Revise writing by adding description.	-	I	I	I	P	P	P	P	P	P	P	P	P
Write an opinion and give a reason.	-	I	I	I	I	P	P	P	P	P	P	P	P
Engage in the writing process.	-	-	I	I	I	I	P	P	P	P	P	P	P
Use strategies for organization according to writing type.	-	-	I	I	I	I	P	P	P	P	P	P	P

Organize writing to include a beginning, middle and end.	-	-	I	I	P	P	P	P	P	P	P	P	P
Write facts to support the main idea.	-	-	I	I	I	P	P	P	P	P	P	P	P
Revise writing for clarity.	-	-	I	I	I	I	P	P	P	P	P	P	P
Write a clear topic sentence focusing on main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Elaborate by adding supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use transition words for sentence variety.	-	-	-	I	I	I	P	P	P	P	P	P	P
Give fact based support for opinions.	-	-	-	I	I	I	P	P	P	P	P	P	P
Write a paragraph focusing on a main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Select audience and purpose.	-	-	-	-	I	I	P	P	P	P	P	P	P
Narrow the topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Recognize different forms of writing have different patterns of organization.	-	-	-	-	I	I	P	P	P	P	P	P	P
Write related paragraphs on the same topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Utilize elements of style, including word choice and sentence variation.	-	-	-	-	I	I	I	P	P	P	P	P	P
Clearly state a position including reasons and evidence to persuade the intended audience.	-	-	-	-	-	I	I	I	P	P	P	P	P
Write multiparagraph compositions.	-	-	-	-	I	I	P	P	P	P	P	P	P
Use precise and descriptive vocabulary to create voice and tone.	-	-	-	-	-	I	I	P	P	P	P	P	P
Compose thesis statements for expository and persuasive writing.	-	-	-	-	-	-	I	I	I	P	P	P	P
Select vocabulary and information to enhance central idea, tone, and voice.	-	-	-	-	-	-	I	I	I	P	P	P	P
Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	-	-	-	-	-	-	I	I	I	P	P	P	P
Use transition words and phrases within and between paragraphs	-	-	-	-	-	-	-	I	I	I	I	P	P
Distinguish between fact and opinion to support a position.	-	-	-	-	-	-	-	I	I	P	P	P	P
Develop and modify the central idea, tone and voice to fit the audience and purpose.	-	-	-	-	-	-	-	I	I	I	P	P	P
Use clauses and phrases for sentence variety.	-	-	-	-	-	-	-	I	I	P	P	P	P
Clearly state and defend a position with reasons and evidence from credible sources.	-	-	-	-	-	-	-	I	I	I	I	P	P
Identify a counter-claim and provide a counter-argument.	-	-	-	-	-	-	-	-	I	I	I	P	P
Blend multiple forms of writing including embedding a narrative.	-	-	-	-	-	-	-	-	-	I	I	P	P
Use textual evidence to compare and contrast multiple texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Arrange paragraphs in a logical progression using transitions between paragraphs and ideas.	-	-	-	-	-	-	-	-	-	I	I	P	P
Adjust writing content, technique, and voice for a variety of audiences and purposes.	-	-	-	-	-	-	-	-	-	-	I	P	P
Show relationships between claims, reasons and evidence and include a conclusion that follows logically from the information presented.-	-	-	-	-	-	-	-	-	-	-	I	P	P
Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.	-	-	-	-	-	-	-	-	-	-	I	I	I
Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	-	-	-	-	-	-	-	-	-	-	-	I	I
Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	-	-	-	-	-	-	-	-	-	-	-	I	I
Use a variety of rhetorical strategies to accomplish a specific purpose.	-	-	-	-	-	-	-	-	-	-	-	-	I

Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.	-	-	-	-	-	-	-	-	-	-	-	-	-	I
Write to clearly describe personal qualifications for potential occupational or educational opportunities.	-	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Writing (Grammar)

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use complete sentences.	-	I	I	I	P	P	P	P	P	P	P	P	P
Capitalize all proper nouns and the word I.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use singular and plural nouns and pronouns.	-	I	I	I	P	P	P	P	P	P	P	P	P
Use apostrophes in contractions and possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use contractions and singular possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use past and present verb tense.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use commas in a series.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use subject-verb agreement.	-	-	-	I	I	P	P	P	P	P	P	P	P
Use noun-pronoun agreement.	-	-	-	I	P	P	P	P	P	P	P	P	P
Eliminate double negatives.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use quotation marks with dialogue.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use plural possessives.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use adjective and adverb comparisons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use interjections.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use prepositional phrases.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use commas to indicate interrupters, items in a series, and to indicate direct address.	-	-	-	-	-	I	P	P	P	P	P	P	P
Edit for fragments and run-ons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use coordinating conjunctions.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	-	-	-	I	I	P	P	P	P	P
Use pronoun-antecedent agreement to include indefinite pronouns.	-	-	-	-	-	-	I	I	P	P	P	P	P
Maintain consistent verb tense across paragraphs.	-	-	-	-	-	-	I	I	I	P	P	P	P
Edit for verb tense consistency and point of view.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use quotation marks with dialogue and direct quotations.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	-	-	-	-	-	-	-	-	I	P	P	P	P
Correctly use pronouns in prepositional phrases with compound objects.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use comparative and superlative degrees in adverbs and adjectives.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use parallel structures across sentences and paragraphs.	-	-	-	-	-	-	-	-	-	I	P	P	P
Use appositives, main clauses, and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P

Use commas and semicolons to distinguish and divide main and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Distinguish between active and passive voice.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Use colons correctly.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Use verbals and verbal phrases to achieve sentence conciseness and variety.	-	-	-	-	-	-	-	-	-	-	-	-	I	P

Strand: Research

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Generate topics of interest.	I	I	I	P	P	P	P	P	P	P	P	P	P
Generate questions to gather information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify pictures, texts, or people as sources of information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Find information from provided sources.	I	I	I	P	P	P	P	P	P	P	P	P	P
Gather and record information.	-	I	I	P	P	P	P	P	P	P	P	P	P
Organize information in writing or a visual display.	-	-	I	I	P	P	P	P	P	P	P	P	P
Create a research product.	-	-	I	I	P	P	P	P	P	P	P	P	P
Describe the difference between plagiarism and using one's own words.	-	-	I	I	P	P	P	P	P	P	P	P	P
Access appropriate resources.	-	-	-	I	I	I	P	P	P	P	P	P	P
Collect and organize information about the topic.	-	-	-	I	I	P	P	P	P	P	P	P	P
Evaluate the relevance of information.	-	-	-	I	I	I	P	P	P	P	P	P	P
Demonstrate ethical use of the Internet.	-	-	-	I	I	I	I	I	P	P	P	P	P
Collect and organize information from multiple resources.	-	-	-	-	I	I	I	P	P	P	P	P	P
Give credit to sources used in research.	-	-	-	-	I	I	I	P	P	P	P	P	P
Formulate and revise questions about a research topic.	-	-	-	-	-	-	I	I	P	P	P	P	P
Evaluate and analyze the validity and credibility of sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Cite primary and secondary sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Avoid plagiarism by using one's own words and follow ethical and legal guidelines for gathering and using information.	-	-	-	-	-	-	I	I	I	P	P	P	P
Synthesize information from multiple sources.	-	-	-	-	-	-	-	I	I	I	P	P	P
Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	-	-	-	-	-	-	-	-	I	I	I	P	P
Cite sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	-	-	-	-	-	-	-	-	I	I	I	P	P
Quote, summarize, and paraphrased research findings.	-	-	-	-	-	-	-	-	I	I	I	P	P
Publish findings and respond to feedback.	-	-	-	-	-	-	-	-	I	I	I	P	P
Verify the validity and accuracy of all information.	-	-	-	-	-	-	-	-	-	I	I	I	P
Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.	-	-	-	-	-	-	-	-	-	I	I	I	P

Synthesize relevant information from primary and secondary sources and present it in a logical sequence.	-	-	-	-	-	-	-	-	-	-	-	-	I	P
Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	-	-	-	-	-	-	-	-	-	-	-	-	-	P