

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

ENGLISH LANGUAGE ARTS

GRADE 2

Date of Board Approval: July 20, 2017

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	English Language Arts (Read/Writing)	SUBJECT:	ELA	GRADE LEVEL:	2
COURSE LENGTH:	Year Long	DURATION:	150 Minutes	FREQUENCY:	Daily
PREREQUISITES:	N/A	CREDIT:	N/A	LEVEL:	N/A

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following areas: reading independently including: purposes for reading, word recognition skills, vocabulary development, comprehension and interpretation, and fluency; reading, analyzing and interpreting text including: text organization, fact and opinion, essential and non-essential information, inferences, text analysis and evaluation; reading, analyzing and interpreting text in fiction and non-fiction including: literacy genres, literacy elements and literary devices; types of writing including: narrative, information and persuasive; quality of writing including: focus, content, organization, style, editing and conventions; speaking and listening including: listening skills and discussion and speaking skills and presentation; characteristics and functions of the English language including: formal and informal language; and research including: inquiry-based processes, location of information and citing of sources, and organization and production of a final product.

Resources:

Fiction and Non-Fiction Texts	Tumblebooks	Newsela
Handwriting Without Tears	A-Z readers	Time for Kids
Grammar, Usage and Mechanics (Gr 2-5)	RAZ Kids	Discovery
		Readworks

Curriculum Writing Committee:

Miranda Aaron	Megan Bieber	Tracie Brennan	Alex Cashman
Molli Davis	Alicia DeAngelis	Amanda Fair	Meredith Frohman
Laura Guenther	Kristi Harig	Sabrina Hensel	Rachael Kemp
Elizabeth Kusniez	Malinda Mikesell	Maria Sloat	Ruth-Ann Snyder
Krysti Spadea	Denise Stasyszyn		

COURSE TIMELINE

Unit 1: Reading- Metacognitive Thinking Strategies

18 Days

- Phonics
- Sight Words (ongoing)
- Fluency (ongoing)
- Speaking and Listening (ongoing)
- Comprehension (ongoing)

Unit 2: Reading- Elements of Fiction

36 Days

- Phonics
- Comprehension

Unit 3: Reading- Main Idea and Supporting Details

24 Days

- Phonics
- Comprehension

Unit 1 & 2: Writing (36 Days)-Writer's Workshop

- Handwriting
- Grammar
- Writing

Unit 2 & 3: Writing (42 Days)- Narrative

- Handwriting
- Grammar
- Writing

Unit 4: Reading- Inferences, Conclusions, Generalizations

24 Days

- Phonics
- Comprehension

Unit 4: Writing- Persuasive

- Handwriting
- Grammar
- Writing

Unit 5: Reading- Text Organization

48 Days

- Phonics
- Comprehension

Unit 5: Writing- Informational

- Handwriting
- Grammar
- Writing

Unit 6: Reading- Figurative Language

12 Days

- Phonics
- Comprehension

Unit 6: Writing- Poetry

- Handwriting
- Grammar
- Writing

Unit 7: Reading & Writing- Research

12 Days

- Phonics
- Comprehension
- Grammar
- Writing

Total= 174 Days

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	18 days
UNIT #1:	Metacognitive Thinking Strategies	GRADE:	2

STANDARDS:	
Type of Standard: Common Core Standards	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelling one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-level appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.2.1	Ask and answer questions such as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
SL.2.1	Participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or a phrase.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy.).

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	18 days
UNIT #1:	Metacognitive Thinking Strategies	GRADE:	2

UNDERSTANDINGS

Proficient readers can identify and use many foundational skills in order to fluently read and comprehend grade level literature and informational text.

Proficient readers use metacognitive thinking strategies to fluently decode and comprehend what they read.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of metacognitive thinking strategies to fluently decode and comprehend grade level text through a common assessment.

KNOW

Phonics

**Foundational skills used throughout entire second grade curriculum*

**All phonics skills in bold are “new” instruction in Grade 2.*

- Short vowel sounds and letter correspondence in regularly spelled one-syllable words.
- Long vowel sounds and letter correspondence in regularly spelled one-syllable words.
- Syllabication is breaking down multisyllabic words into individual syllables and the identification of each syllable.
- 5 syllable types (closed, open, silent e, vowel teams, bossy r)
- Sound and letter correspondence for digraphs (sh, th, ch, wh, tch, **ph, gh, zh**)

DO

Phonics

**Foundational skills used throughout entire second grade curriculum*

- Differentiate between long and short vowel sounds in regularly spelled one-syllable words.
- Decode 2 syllable words with long vowels.
- Identify and use the 5 syllables types to accurately decode text, while consistently monitoring comprehension. (closed, open, silent e, vowel teams, bossy r)
- Sort words.
- Apply phonics knowledge to build additional words (Sound Book).
- Independently read and write words.
- Associate sounds with spelling.

Sight Words

**Foundational skills used throughout entire second grade curriculum*

- Sight words are non-decodable words that need to be recognized on sight.

Fluency

**Foundational skills used throughout entire second grade curriculum*

- Proficient readers read with appropriate rate and expression.
- Proficient readers understand what they have read.
- Fluency, accuracy, and retell are ways to strengthen reading skills.
- Context clues are hints that an author gives to help define a difficult or unusual word in the text.
- Audio recordings of stories or poems can be used to demonstrate fluent reading at an understandable pace (RAZ-Kids).
- Visual displays can be used to emphasize or enhance certain facts or details in audio recordings of stories or poems.

Speaking and Listening

**Foundational skills used throughout entire second grade curriculum*

- Discussions are collaborative conversations with rules and assigned roles.
- Good speakers ask and answer questions to clarify comprehension, gather additional information, or deepen understanding of a topic.
- Appropriate and relevant facts and details can be used to recount events or tell a story.
- Good speakers use complete sentences.
- Good speakers use words and phrases to describe.

Sight Words

**Foundational skills used throughout entire second grade curriculum*

- Read the Dolch 2nd grade Sight Word List with automaticity.
- Read the Dolch 2nd grade words in connected text.

Fluency

**Foundational skills used throughout entire second grade curriculum*

- Set personal goals for the growth of fluency, accuracy, and retell skills.
- Read grade-level text with sufficient accuracy and fluency to support comprehension.
- Read grade 2 text with purpose and understanding.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Create engaging audio recordings of stories or poems that demonstrate fluent reading at an understandable pace (RAZ Kids); add visual displays when appropriate to emphasize or enhance certain facts or details.

Speaking and Listening

**Foundational skills used throughout entire second grade curriculum*

- Engage in collaborative discussions.
- Follow agreed upon rules and roles for discussions in both large group and small group discussions of text.
- Build on others' conversations by responding to comments made by others.
- Produce complete sentences to provide details and/or clarification.
- Ask and answer questions to clarify comprehension, gather information, or deepen understanding.

Comprehension

**Foundational skills used throughout entire second grade curriculum*

**Graphic organizers appropriate to skill.*

- Context clues are hints that an author gives to help define a difficult or unusual word in the text.
- Metacognition is the process of thinking about my thinking.
- The metacognitive thinking strategies: making connections, visualizing, making an inference, monitoring understanding, summarizing, questioning, and synthesizing
- Making connections is the ability to relate a text to something in your life, another text, or the world (news story, a well-known person or event, etc.)
- Visualizing is the ability to create a picture or movie in your head while reading text.
- Questioning is the ability to ask and answer a variety of questions before, during, and after reading a fiction and nonfiction text.
- Summarizing is the ability to retell the most important information from the text in logical sequence (using transition words).
- Inferencing is the ability to use what you already know (prior knowledge) and text clues to comprehend the text.
- Monitoring understanding is the process of using decoding strategies to read fluently and accurately, while consistently checking for meaning of the text.
- Identifying author's purpose is the ability to identify why the author wrote the text. (inform, persuade, or entertain)
- Synthesizing is the ability to combine thinking strategies and flexibly use them to derive meaning from the text.

Comprehension

**Foundational skills used throughout entire second grade curriculum*

**Use graphic organizers appropriate to skill.*

- Use context clues that an author gives to help define a difficult or unusual word in the text.
- Identify and define metacognitive thinking strategies.
- Make text to text, text to self, and text to world connections
- Create a visualization (in writing or verbally) based on a text.
- Develop and answer a variety of questions before, during, and after reading a text to demonstrate understanding of key details.
- Retell and write a 3-5 sentence summary of important information from the text.
- Use prior knowledge and text clues, combined with your own experiences, to construct and inference.
- Decode and consistently monitor understanding for meaning while reading a text.
- Synthesize (using a combination of thinking strategies) to gain meaning from grade-level text.
- Determine the author's purpose in a text (inform, persuade, or entertain).

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	36 days
UNIT #1:	Writer's Workshop	GRADE:	2

STANDARDS:	
Type of Standard: Common Core Standards	
L.2.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With the guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	36 days
UNIT #1:	Writer's Workshop	GRADE:	2

UNDERSTANDINGS

Proficient writers use the writing process to produce a written piece.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students use their knowledge of the writing process when writing.

KNOW

Handwriting

- Formation of uppercase and lowercase letters: Tt, Aa, Dd, Gg, Cc, Uu, Ii
- Formation of numbers 0-9

Grammar

- Conventions of standard English grammar and usage when writing or speaking.
 - Reference materials, including beginning dictionaries, are used to check and correct spellings.

DO

Handwriting

- Demonstrate correct formation of uppercase and lowercase letters: Tt, Aa, Dd, Gg, Cc, Uu, Ii
- Complete Handwriting Without Tears pgs. 7-22 and pgs. 81-93

Grammar

- Write and speak using the conventions of standard English grammar.
 - Use reference materials (i.e. dictionaries, thesauruses) as needed to check and correct spelling.

Writing

- The difference between formal and informal uses of English.
- Glossaries and dictionaries help to determine or clarify the meaning of words and phrases.
- The Writing Process involves several steps to guide writing from the beginning to creating a finished piece.
 - Prewriting – brainstorming to generate ideas for writing
 - Drafting – a rough draft
 - Revising – making changes to writing based on content and organization
 - Editing – making changes to writing based on grammar and conventions
 - Publishing – a final copy

Writing

- Identify appropriate usage of informal and formal English language.
- Use glossaries and dictionaries to help determine or clarify the meaning of words and phrases.
- Use all steps of the Writing Process to develop a paragraph.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With the guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	36 days
UNIT #2:	Elements of Fiction	GRADE:	2

STANDARDS:	
Type of Standard: Common Core Standards	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelling one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams.
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	36 days
UNIT #2:	Elements of Fiction	GRADE:	2

UNDERSTANDINGS

Proficient readers use story elements to fluently read and comprehend works of fiction.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of story elements to fluently decode and comprehend grade level text through a common assessment.

KNOW

Phonics

- Sound and letter correspondence for long vowels (VCe pattern, ai/ay, ea./ee, oa/ow, y/ie)
- Compound words are made up of two whole words combined.

Comprehension

**Graphic organizers appropriate to skill.*

- Asking and answering questions can help demonstrate understanding in a text.
- Story elements are characters, setting, and plot.
- The setting is the time and place where the events in the story are happening.

DO

Phonics

- Sort words.
- Apply phonics knowledge to build additional words (Sound Book).
- Independently read and write words.
- Associate sounds with spelling.

Comprehension

**Use graphic organizers appropriate to skill.*

- Ask and answer questions as who, what, when, where, why, and how to demonstrate understanding of key details in a text.
- Read, listen, and recount texts from a variety of fiction genres (folktales, fables, stories, and plays).

- The plot includes problem, climax, and solution.
- The climax of a story is the turning point that leads to a solution.
- The solution of the story is the way that the problem is resolved.
- A fictional summary is based on the story elements.
- Characterization is how an author reveals the character's traits through his/her feelings, thoughts, actions, looks, and dialogue.
- Perspective is the narrator's or character's point of view.
- The structures of a play are characters, setting/scene, plot, and dialogue. *Introductory skill, not mastered until 3rd grade.*
- A fable is a short story, with animals as characters, that tells a lesson.
- A folktale is a story within a certain culture, typically passed by word of mouth over a period of time.
- Fables and folktales from diverse cultures have a central message, lesson, or moral.
- An open-ended response consists of 3 parts (POQ, text evidence, and conclusion) in response to text.

- Identify the characters, setting, and plot (problem, turning point/climax, solution) of a story.
- Retell (orally) and write a paragraph summary using story elements.
- Analyze a character using his/her feelings, thoughts, actions, looks, and dialogue.
- Identify the structures of a play (characters, setting/scene, plot, and dialogue). *Introductory skill, not mastered until 3rd grade.*
- Speak in different voices for each character when reading dialogue aloud.
- Identify character's point of view versus student's point of view in a fictional piece.
- Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Compare and contrast two fiction versions of the same story (e.g., Cinderella)
- Respond to an open-ended question using POQ (Part Of the Question), evidence from the text, and a conclusion sentence.

KNOW, UNDERSTAND, DO

COURSE:	English Language Arts	TIME FRAME:	24 days
UNIT #3:	Main Idea and Supporting Details	GRADE:	2

STANDARDS:	
Type of Standard: Common Core Standards	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. e. Identify words with inconsistent but common spelling-sound correspondences.
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.8	Describe how reasons support specific points that author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #3:	Main Idea and Supporting Details	GRADE:	2

UNDERSTANDINGS

Proficient readers use topic, main idea, and supporting details to fluently read and comprehend works of nonfiction.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate the use of main idea and details to fluently decode and comprehend grade level text through a common assessment.

KNOW

Phonics

- Sound and letter correspondence for consonant blends (with r, l, and s; **scr/spr/str/spl/squ/tw**)
- Sound and letter correspondence for double final consonants (ll, ss, ff, gg, zz, **ck**)
- Sound and letter correspondence for ending consonant clusters (nd, nt, **mp**, ng, nk, **lf**, **lt**, lk).

DO

Phonics

- Sort words.
- Apply phonics knowledge to build additional words (Sound Book).
- Independently read and write words.
- Associate sounds with spelling.

Comprehension

**Graphic organizers appropriate to skill.*

- Asking and answering questions can help demonstrate understanding in a text.
- General academic and domain specific vocabulary and phrases are located in nonfiction text.
- The topic is the subject of a nonfiction text.
- Main idea is the central idea of a nonfiction text.
- The focus of a paragraph is the main point of the paragraph that will support the overall main idea of the nonfiction text.
- In a multiparagraph text, each paragraph has a focus.
- Supporting details are facts, examples, or other small pieces of information that explain the main idea.
- A nonfiction summary is made up of a main idea and details from a text.
- The steps to compare and contrast the most important points presented by two texts on the same subject:
 - Look for similarities between the two texts
 - Identify differences between the two texts according to a specific category
- An open-ended response consists of 3 parts (POQ, text evidence, and conclusion) in response to text.

Comprehension

**Use graphic organizers appropriate to skill.*

- Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Determine the meaning of general academic and domain specific words using context clues and word attack skills.
- Determine the topic of a selection of text.
- Identify the main idea(s) or purpose of a multiparagraph text.
- Identify the focus of specific paragraphs within a text.
- Identify key details that explain the main ideas of the text.
- Use main idea and key details to write a paragraph, nonfiction summary.
- Compare and contrast the most important points presented by two nonfiction texts on the same subject.
- Respond to an open-ended question using POQ (Part Of the Question), evidence from the text, and a conclusion.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	42 days
UNIT #2:	Narrative	GRADE:	2

STANDARDS:	
Type of Standard: Common Core Standards	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). e. Use adjectives and adverbs and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal events order, and provide a sense of closure.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	42 days
UNIT #2:	Narrative	GRADE:	2

UNDERSTANDINGS

Proficient writers use the writing process to develop a well-written narrative.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of narrative writing by writing narrative pieces.

KNOW	DO
<p>Handwriting</p> <ul style="list-style-type: none"> • Formation of uppercase and lowercase letters: Ee, Ll, Kk, Yy, Jj, Pp, Rr, Nn, Mm, Hh, Bb <p>Grammar</p> <ul style="list-style-type: none"> • Conventions of standard English grammar and usage when writing or speaking (G.U.M. Unit 1 Lessons 1-2, 5-6, 8-9, 12 and Unit 2 Lessons 13-18, 21-22). <ul style="list-style-type: none"> ○ A common noun names any person, place, or things ○ A proper noun names a certain person, place, or thing. ○ A collective noun names a group of people or things. ○ A plural noun names more than one person, place, or thing. Many plural nouns are formed by adding an <i>s</i> to 	<p>Handwriting</p> <ul style="list-style-type: none"> • Demonstrate correct formation of uppercase and lowercase letters: Ee, Ll, Kk, Yy, Jj, Pp, Rr, Nn, Mm, Hh, Bb • Complete Handwriting Without Tears pgs. 24-41 <p>Grammar</p> <ul style="list-style-type: none"> • Writes and speaks using the conventions of standard English grammar. <ul style="list-style-type: none"> ○ Identify collective nouns and use them appropriately in sentence context. ○ Identify and write plural nouns formed in ways other than adding <i>-s</i>. ○ Identify and use action verbs in sentences. ○ Identify and use adjectives in sentences. ○ Identify and use adverbs in sentences.

the end of a singular noun. Irregular plural nouns, such as sheep and men, are formed in other ways.

- An action verb tells what the subject of a sentence does or did.
- An adjective describes a noun or pronoun. Adjectives make sentences more interesting.
- An adverb describes a verb by telling *how*, *when*, *where*, or *how much*. Many adverbs end in *ly*; however, some adverbs do not end in *ly*.
- A sentence is a group of words that tells a complete thought. It begins with a capital letter, or uppercase, letter. It ends with a punctuation mark.
- A compound sentence is made up of two sentences connected by a conjunction such as *or*, *and*, *but*. A comma is used before the conjunction.
- A declarative sentence makes a statement.
- An interrogative sentence asks a question.
- An exclamatory sentence shows strong feeling.

Writing

- A narrative is a recount of a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings.
- A personal narrative essay is a writing about themselves in a realistic situation that includes details to describe actions, thoughts, and feelings.
- A creative narrative story is based on imaginative events or stories that did not actually happen, including character(s), setting, plot, and point of view.
- A narrative has a beginning, middle, and an end.
- The introduction is the beginning.
- The conclusion is the end.

- Use conventions of standard English capitalization, punctuation, and spelling when writing.
- Write complete sentences and add words to make incomplete sentences complete.
- Write a compound sentence that is made up of two sentences joined by a conjunction.
- Write declarative sentences.
- Write interrogative sentences.
- Write exclamatory sentences.
- Identify and create sentences with varying punctuation.

Writing

- Write a paragraph personal narrative essay that is a recount of a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal events order, and provide a sense of closure.
- Write a paragraph creative narrative story that is based on imaginative events or stories that did not actually happen, including details to describe characters, setting, plot, and point of view, using temporal words to signal events order, and provide a sense of closure.
- Write introductory and concluding sentences.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With the guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- Revising is process of adding, removing, moving, and substituting writing.
- Editing is relooking at a written piece for grammar, understanding, and spelling.
- Revising and editing helps to keep focus on a topic and strengthen writing.
- Digital tools can be used to produce and publish writing.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #4:	Inferences, Conclusions, Generalizations	GRADE:	2

STANDARDS:	
Type of Standard: Common Core Standards	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelling one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. e. Identify words with inconsistent but common spelling-sound correspondences.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #4:	Inferences, Conclusions, Generalizations	GRADE:	2

UNDERSTANDINGS

Proficient readers draw conclusions, make inferences, and make generalizations to fluently read and comprehend fiction and nonfiction text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of drawing conclusions, making inferences, and making generalizations to fluently decode and comprehend grade level text through a common assessment.

KNOW

Phonics

- Sound and letter correspondence for variant vowel teams (ou/ow, **ew/ue**, oo, **ou**)
- Sound and letter correspondence for diphthongs (oi/oy, **au/aw**)

DO

Phonics

- Sort words.
- Apply phonics knowledge to build additional words (Sound Book).
- Independently read and write words.
- Associate sounds with spelling.

Comprehension

**Graphic organizers appropriate for skill.*

- Drawing conclusions is the ability to use only text details to understand the author's ideas correctly.
- Inferencing is the ability to use what you already know (prior knowledge) and text clues to comprehend the text.
- Making generalizations is the ability to make a broad statement that is true most of the time using details from the text and your own prior knowledge.
- Connections can be made between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text.
- An open-ended response consists of 3 parts (POQ, text evidence, and conclusion) in response to text.

Comprehension

**Use graphic organizers appropriate to skill.*

- Using evidence from the text only, draw a conclusion of the author's ideas.
- Using background knowledge and evidence from the text, make an inference about the author's ideas.
- Using inferences and conclusions make a generalization.
- Identify and use clue words (most, all, often, always, usually, generally) to make a generalization that is true most of the time.
- Make connections between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text.
- Respond to an open-ended question using POQ (Part Of the Question), evidence from the text, and a conclusion.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #4:	Persuasive	GRADE:	2

STANDARDS:	
Type of Standard: Common Core Standards	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #4:	Persuasive	GRADE:	2

UNDERSTANDINGS

Proficient writers use the writing process to develop a well-written persuasive essay.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of persuasive writing by writing persuasive pieces.

KNOW

Handwriting

- Formation of uppercase and lowercase letters: Ff, Qq, Xx, Zz

Grammar

- Conventions of standard English grammar and usage when writing or speaking (G.U.M. Unit 3 Lessons 26, 30-35).
 - A reflexive pronoun refers back to the subject of a sentence. Myself, yourself, and ourselves are reflexive pronouns.
 - Forms of irregular verbs (e.g., have, be, go, tell, eat, sit, come, hide, give)

DO

Handwriting

- Demonstrate correct formation of uppercase and lowercase letters: Ff, Qq, Xx, Zz
- Complete Handwriting Without Tears pgs. 42-51

Grammar

- Write and speak using the conventions of standard English grammar.
 - Choose and use the reflexive pronouns, myself, yourself, and ourselves, correctly in sentences.
 - Choose and use appropriate forms of irregular verbs.
 - Use conventions of standard English capitalization, punctuation, and spelling when writing.

Writing

- Persuasive writing has an opinion, reasons that support the opinion, uses linking words to connect the opinion and reasons, and has a concluding statement or section.
- Reasons are logically ordered so they support facts and details.
- Linking words connect ideas.
- Digital tools can be used to produce and publish writing.

Writing

- Write a persuasive paragraph in which they introduce the topic, state an opinion, supply reasons that support the opinion, and provide a conclusion sentence.
- Use linking words (e.g., because, and, also) to connect opinions and reasons.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
- With the guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	48 days
UNIT #5:	Text Organization	GRADE:	2

STANDARDS:	
Type of Standard: Common Core Standards	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use an apostrophe to form contractions and frequently occurring possessives.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. b. Determine the meaning of the new word formed when a known prefix is added to a known word.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	48 days
UNIT #5:	Text Organization	GRADE:	2

UNDERSTANDINGS

Proficient readers identify and use text organization to fluently read and comprehend a nonfiction text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate knowledge and usage of text organization to fluently decode and comprehend grade level text through a common assessment.

KNOW

Phonics

- Sound and letter correspondence for hard and soft c and g.
- Sound and letter correspondence for silent consonants (**gh**, kn, **b**, wr)
- Sound and letter correspondence for long i (igh, ight)
- Sound and letter correspondence for prefixes (**un**, **re**, **pre**)
- Sound and letter correspondence for suffixes (ly, ful)
- Sound and letter correspondence for endings (**tion**, **ture**)
- Multiple-meaning words are words that sound and are spelled the same but have different meanings.
- Contractions are words made up of two smaller words separated by an apostrophe.

DO

Phonics

- Sort words.
- Determine the meaning of a new word formed when a known prefix is added.
- Apply phonics knowledge to build additional words (Sound Book).
- Independently read and write words.
- Associate sounds with spelling.
- Determine the appropriate definition of a multiple-meaning word based on context clues.
- Decode and encode words with contractions.

Comprehension

**Graphic organizers appropriate to skill.*

- Text features provide additional information in a nonfiction text.
- Text features include table of contents, glossary, index, heading, subheadings, bold print, captions, graphics (maps, graphs, pictures, etc.) electronic menus, and icons.
- Text can be organized by sequence of events, cause and effect, compare and contrast, problem and solution, and question and answer.
- Key words signal how the text is organized. (signal words)
- Sequence of events organizes text to show order.
- Cause and effect organizes text to show the relationship between what happened and why it happened.
- Compare and contrast organizes text to show how things are alike and different.
- Problem and solution organizes text by identifying a problem and offering a solution.
- Question and answer organizes text by asking questions and providing information to answer it.
- Connections can be made between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text.
- The steps to compare and contrast the most important points presented by two texts on the same subject:
 - Look for similarities between the two texts
 - Identify differences between the two texts according to a specific category
- An open-ended response consists of 3 parts (POQ, text evidence, and conclusion) in response to text.

Comprehension

**Use graphic organizers appropriate to skill.*

- Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a nonfiction text.
- Identify text features (table of contents, glossary, index, heading, subheadings, bold print, captions, graphics (maps, graphs, pictures, etc.), electronic menus, and icons).
- Know and use various text features to locate key facts or information in a text efficiently.
- Sequence events in order from a text.
- Identify cause and effect relationships in a text.
- Locate information in a text to compare and contrast.
- Identify a problem and solution in a text.
- Identify question and answer in a text.
- Read and listen to a variety of nonfiction genres (news, magazines, historical events, scientific ideas or concepts, and steps in technical procedures) to determine the text organization of the selection using signal words.
- Compare and contrast the main points presented by two texts on the same topic.
- Respond to an open-ended question using POQ (Part Of the Question), evidence from the, and a conclusion.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	48 days
UNIT #5:	Informational	GRADE:	2

STANDARDS:	
Type of Standard: Common Core Standards	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Form and use the past tense of frequently occurring irregular verbs.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	48 days
UNIT #5:	Informational	GRADE:	2

UNDERSTANDINGS

Proficient writers use the writing process to develop a well-written informational essays.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of informational writing by writing informational pieces.

KNOW

Handwriting

- The formation of uppercase and lowercase letters.

Grammar

- Conventions of standard English grammar and usage when writing or speaking (G.U.M. Unit 4 Lessons 37-48).
 - A subject and a verb must agree in a sentence.
 - A tense of a verb helps show when an action happens.
 - A past tense verb shows that an action happened in the past. Many past tense verbs end in –ed.
 - A present tense verb can be used to show that something happens regularly.

DO

Handwriting

- Demonstrate correct formation of all uppercase and lowercase letters.
- Complete Handwriting Without Tears pgs. 53-73

Grammar

- Write and speak using the conventions of standard English grammar.
 - Demonstrate agreement between subjects and verbs in sentences.
 - Identify and write verbs in the past tense.
 - Identify and write verbs in the present tense.
 - Identify and write verbs in the future tense.
 - Identify and use subject pronouns.
 - Identify and use object pronouns.
 - Identify and use possessive pronouns.
 - Identify and use indefinite pronouns.

- A future tense verb shows that an action will happen in the future. Future tense verbs include the helping verb will.
- A subject pronoun takes the place of one or more nouns (e.g., I, you, he, she, and it). It is a type of personal pronoun.
- An object pronoun takes the place of one or more nouns. Object pronouns come after actions verbs and words such as to, at, for, of, from, on or with.
- A possessive pronoun is a pronoun that shows ownership (e.g., my, your, his, her, its their, and our)
- Indefinite pronouns refer to persons or things that are not identified as individuals (e.g., anybody, both, some, anyone, everyone, few, nobody, most, and someone).

Writing

- Informational writing introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section.
- Transitional words and phrases are used to link ideas.
- Dictionaries are used to check and correct spelling mistakes.
- Digital tools can be used to produce and publish writing.

- Use conventions of standard English capitalization, punctuation, and spelling when writing.

Writing

- Write an informative text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section (e.g., How to..., Explain your favorite...)
- Use linking words and phrases.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
- Use a dictionary to check and correct spelling mistakes during editing.
- With the guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	12 days
UNIT #6:	Figurative Language	GRADE:	2

STANDARDS:	
Type of Standard: Common Core Standards	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	12 days
UNIT #6:	Figurative Language	GRADE:	2

UNDERSTANDINGS

Proficient readers use figurative language to fluently read and comprehend text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of figurative language to fluently decode and comprehend grade level text through a common assessment.

KNOW

Phonics

- Sound and letter correspondence for r-controlled vowels (ar, er, ir, or/ore, and **ur**).
- Sound and letter correspondence for -le endings in 2 syllable words.
- A root word is the word part with the most basic meaning.
- Root words can be used as a clue to the meaning of an unknown word with the same root word.
- Root words and inflectional endings (er and est)
- Root words and plural ending (s, es, and ies - nouns)
- Root words and inflectional endings (ed and ing)
- Spelling changes for root words with inflectional endings (ed and ing)

DO

Phonics

- Use a known root word as a clue to the meaning of an unknown word with the same root.
- Sort words.
- Apply phonics knowledge to build additional words (Sound Book).
- Independently read and write words.
- Associate sounds with spelling.

Comprehension

**Graphic organizers appropriate to skill.*

- Rhyme is a recurring final sound at the ends of lines in poems and fiction text.
- Rhythm is the pattern or beat of a poem.
- Alliteration is the repetition of the initial sound in a word.
- Poems have repeated lines to emphasize meaning.
- Topic, author's purpose, organization, rhyme, and rhythm can be used when comparing and contrasting poetry, fiction, and/or nonfiction text,
- An open-ended response consists of 3 parts (POQ, text evidence, and conclusion) in response to text.

Comprehension

**Use graphic organizers appropriate to skill.*

- Identify rhythm and rhyme in a piece of text.
- Identify alliteration in a piece of text.
- Explain how repeated lines aid in the comprehension of a text.
- Explain how figurative language supplies meaning in a poem or song.
- Compare and contrast poetry, fiction and/or nonfiction texts through writing (topic, author's purpose, organization, rhyme, and rhythm).
- Respond to an open-ended question using POQ (Part Of the Question), evidence from the text and a conclusion.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	12 days
UNIT #6:	Poetry	GRADE:	2

STANDARDS:	
Type of Standard: Common Core Standards	
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage- badge; boy- boil).
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	12 days
UNIT #6:	Poetry	GRADE:	2

UNDERSTANDINGS

Proficient writers write poetry.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of figurative language and poetry by writing several different forms of poetry.

KNOW

Handwriting

- The formation of all uppercase and lowercase letters.

Grammar

- Conventions of standard English grammar and usage when writing or speaking (G.U.M. Unit 5 Lessons 49-51, 54, 57).
 - A sentence is a group of words that tells a complete thought. It begins with a capital uppercase letter. It ends with a punctuation mark.
 - All important words like geographic names, holidays, and product names should be capitalized.

DO

Handwriting

- Demonstrate correct formation of all uppercase and lowercase letters.
- Complete Handwriting Without Tears pgs. 67-71.

Grammar

- Write and speak using the conventions of standard English grammar.
 - Use conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use capitalization appropriately for a person's first and last name, each important word in geographic names, including streets, towns, countries, parks, rivers, oceans, mountains, and lakes, and each important word in the names of holidays and product names.
 - Use a comma after the greeting and closing in a letter.

- A comma is used at the end of the heading and closing in a letter.
- An apostrophe takes the place of one or more letters in a contraction or forms a possessive.
- Singular nouns add an apostrophe and an *-s* to form the possessive and plural nouns ending in *-s* add an apostrophe.

Writing

- Spelling patterns can be generalized when writing words.
- Poetry is a written expression of words arranged in patterns of sounds, sights, and feelings to show meaning.
- Words have a connection with their use (e.g., foods that are spicy or juicy).
- Closely related verbs and adjectives have shades of meaning (e.g., toss, throw, hurl).
- Digital tools can be used to produce and publish writing.

- Use an apostrophe in place of the one or more letters that were taken out to form a contraction.
- Add an apostrophe and an *-s* to a singular noun to form the possessive.
- Add an apostrophe to a plural noun ending in *-s* to show possession.

Writing

- Generalize spelling patterns when writing words.
- Write poetry with rhythm and rhyme.
- Write a variety of poems, such as acrostic, haiku, diamante, etc.
- Distinguish shades of meaning with verbs and adjectives.
- Identify connections between words and their use.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With the guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	12 days
UNIT #7:	Research	GRADE:	2

STANDARDS:	
Type of Standard: Common Core Standards	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. d. Decode words with common prefixes and suffixes.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record scientific observation).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	12 days
UNIT #7:	Research	GRADE:	2

UNDERSTANDINGS

.Proficient readers understand that research is an inquiry-based process

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students will demonstrate their understanding of the research process by researching a topic and communicating their findings.

KNOW

Phonics

- Root words and plural endings for nouns (s, es, and ies).

Handwriting

- The formation of all uppercase and lowercase letters.

DO

Phonics

- Use a known root word as a clue to the meaning of an unknown word with the same root.
- Sort words.
- Apply phonics knowledge to build additional words (Sound Book).
- Independently read and write words.
- Associate sounds with spelling.

Handwriting

- Demonstrate correct formation of all uppercase and lowercase letters.
- Complete Handwriting Without Tears pgs. 72-73.

Comprehension

- Research is a method to gather answers to specific questions.
- Steps to completing the research process:
 - Ask questions
 - Identify sources
 - Collect information
 - Organize information
 - Present information
 - Cite sources

Comprehension

- Follow the steps for researching to conduct research on a self-selected or assigned topic
- Produce an expository piece that presents the results of research findings.
- Complete a bibliography template to cite sources.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)