

Reading Grade 2

Grade: 2

Course: Reading 2

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Lana Blum, Mindy Fitzsimmons, June Bedore, Barb Bero*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	September 2008	October 2008
Theme	<p>Theme:</p> <ul style="list-style-type: none"> Silly Stories <p>Approximate timeframe of theme: 3 weeks</p>	<p>Theme:</p> <ul style="list-style-type: none"> Silly Stories Nature Walk <p>Approximate timeframe of theme: 1 week, 3 weeks</p>
Content	<p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> Fiction -- <i>Dragon Gets By, Mrs. Brown Went to Town</i> Fantasy -- <i>Julius</i> Big Book -- <i>Cows Can't Fly</i> Book Packs -- at least 25 per year Focus on Poetry <p>Literary elements:</p> <ul style="list-style-type: none"> Understand story structure -- beginning, middle, end Understand and identify character traits and character transformation Understand and identify story setting Understand and identify story plot (i.e. story mapping -- graphic organizer) Recognize differences among genres, stories, poems, and plays Explain the difference between fiction and non-fiction Locate the name of the author, illustrator, the title page, the table of contents, index, and chapter headings Relate setting, plot, and characters in literature to own lives Evaluate the content by identifying recurring themes across works in print and media Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected books -- 15 minutes -</p>	<p><u>Teacher Instructed</u> (see September map)</p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> Fiction -- <i>Henry and Mudge and the Starry Night, Around the Pond -- Who's Been Here?</i> Fiction (traditional) -- Houghton Mifflin Anthology Non-fiction -- <i>Exploring Parks with Ranger Dockett</i> Big Book -- <i>Time to Sleep</i> Book Packs -- at least 25 per year <p>Literary elements:</p> <ul style="list-style-type: none"> Understand story structure -- beginning, middle, end/sequence of events Understand and identify character traits and character transformation Understand and identify story setting Understand and identify story plot (problem and resolution -- i.e. story mapping -- graphic organizer) Recognize differences among genres, stories, poems, and plays Relate setting, plot, and characters in literature to own lives <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected books -- 15 minutes - 3 times per week</p> <ul style="list-style-type: none"> Share reading experiences to build relationships with peers or adults, for example, reading together silently or aloud (teacher read-alouds, poetry, partner reading, listening to a tape, <i>Scholastic</i>

	<p>3 times per week</p> <ul style="list-style-type: none"> Share reading experiences to build relationships with peers or adults, for example, reading together silently or aloud (teacher read-alouds, poetry, partner reading, listening to a tape, <i>Scholastic News</i>) Engage in independent silent reading Read print-based and electronic imaginative texts silently on a daily basis for enjoyment Select literature based on personal needs and interests from a variety of genres and by different authors <p>Teacher Read-aloud: Determined by individual teachers and reading series.</p>	<p><i>News</i>)</p> <ul style="list-style-type: none"> Engage in independent silent reading Read print-based and electronic imaginative texts silently on a daily basis for enjoyment Select literature based on personal needs and interests from a variety of genres and by different authors <p>Teacher Read-aloud: Determined by individual teachers and reading series.</p>
<p>Skills</p>	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> High Frequency Words (Houghton Mifflin -- see Appendix) Vocabulary (Houghton Mifflin -- see Appendix) Homophones Synonyms Multiple-meaning words <p>Skills:</p> <ul style="list-style-type: none"> Look for words parts: suffixes, prefixes, base words Use letter sounds/blends Use context clues Use picture clues Read with increasing fluency and confidence from a variety of texts/oral reading Apply phonemic knowledge: short vowels (a,e,i,o,u) Apply phonemic knowledge: CVCe (a, i) Read at appropriate rate (Fluency Practice) <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> Summarize Monitor/Clarify Predict/Infer <p>Skills:</p> <ul style="list-style-type: none"> Identify purpose for reading Use story mapping, identify character traits 	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> High Frequency Words (Houghton Mifflin -- see Appendix) Vocabulary (Houghton Mifflin -- see Appendix) Compound words Antonyms Multiple-meaning words <p>Skills:</p> <ul style="list-style-type: none"> Look for words parts: suffixes, prefixes, base words Use letter sounds/blends Use context clues Use picture clues Read with increasing fluency/oral reading Apply phonemic knowledge: long vowels -- CVCe (o,u,e) Apply phonemic knowledge: two sounds for g,c Apply phonemic knowledge: consonant clusters (r,l,s) Apply phonemic knowledge: double final consonant (ck) Read at appropriate rate (Fluency Practice) <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> Question Evaluate Monitor/Clarify

	<p>to interpret stories</p> <ul style="list-style-type: none"> • Understand the difference between fantasy and realism • Use graphic organizers to record significant details • Make connections to own life, other literature, the world • Read with attention to sentence structure and punctuation, such as periods, question marks, and commas to assist in comprehension • Read aloud at appropriate rate • Engage in purposeful oral reading in small and large groups • Recognize the value of illustration in imaginative text • Read unfamiliar texts independently to collect and interpret data, facts, and ideas • Listen with understanding <p>Study Skills</p> <ul style="list-style-type: none"> • Note taking • Understand the parts of a book (author and illustrator) • Use computer software to support reading (eduplace.com) • Identify and interpret significant facts taken from maps, graphs, charts, and other visuals 	<p>Skills:</p> <ul style="list-style-type: none"> • Compare and contrast information on a topic from two different sources • Distinguish between fact and opinion • Categorize and classify information • Engage in purposeful oral reading in small and large groups • Recognize the value of illustration in imaginative text • Read unfamiliar texts independently to collect and interpret data, facts, and ideas <p>Study Skills</p> <ul style="list-style-type: none"> • Note taking • Understand the parts of a book (title page, table of contents, chapter titles, headings) • Identify and interpret significant facts taken from maps, graphs, charts, and other visuals
Assessment	<ul style="list-style-type: none"> • Theme Test • Optional Skills Tests • Optional Selection Tests • Gates MacGinitie Reading Test • Teacher Observation • Informal Anecdotal Records • DIBELS Benchmark (non-sense word fluency, oral reading fluency) • DIBELS progress monitoring 	<ul style="list-style-type: none"> • Theme Test • Optional Skills Tests • Optional Selection Tests • Teacher Observation • Informal Anecdotal Records • DIBELS progress monitoring
Resources		

Reading Grade 2

Grade: 2

Course: Reading 2

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Lana Blum, Mindy Fitzsimmons, June Bedore, Barb Bero*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	November 2008	December 2008
Theme	<p>Theme: Nature Walk</p> <p>Approximate timeframe of theme: 3 weeks</p>	<p>Theme: Around Town</p> <p>Approximate timeframe of theme: 3 weeks</p>
Content	<p><u>Teacher Instructed</u> (also see October map)</p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> • Fiction -- <i>Henry and Mudge and the Starry Night, Around the Pond -- Who's Been Here</i> • Fiction (traditional) -- Houghton Mifflin Anthology • Non-fiction -- <i>Exploring Parks with Ranger Dockett</i> • Big Book -- <i>Time to Sleep</i> • Book Packs -- at least 25 per year • Environmental print • Focus on fables <p>Literary elements:</p> <ul style="list-style-type: none"> • Understand story structure -- beginning, middle, end • Understand and identify character traits and character transformation • Understand and identify story setting • Understand and identify story plot (problem and resolution -- i.e. story mapping -- graphic organizer) • Recognize differences among genres stories, poems, and plays • Relate setting, plot, and characters in literature to own lives <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected books -- 15 minutes - 3 times per week</p> <ul style="list-style-type: none"> • Share reading experiences to build relationships with peers or adults, for example, reading together silently or aloud (teacher read-alouds, poetry, partner reading, listening to a tape, <i>Scholastic News</i>) • Engage in independent silent reading • Read print-based and electronic imaginative 	<p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> • Fiction (realistic)-- <i>Chinatown, A Trip to the Firehouse</i> • Fiction -- <i>Big Bushy Mustache, Jamaica Louise James</i> • Big Book -- <i>Taxi Dog</i> • Book Packs -- at least 25 per year • Environmental print <p>Literary elements:</p> <ul style="list-style-type: none"> • Understand story structure -- beginning, middle, end • Understand and identify character traits and character transformation • Understand and identify story setting • Understand and identify story plot (problem and resolution -- i.e. story mapping -- graphic organizer) • Recognize differences among genres stories, poems, and plays • Respect the age, gender, position, and cultural traditions of the writer • Evaluate the content by identifying author's purpose • Evaluate the content by identifying important and unimportant details • Relate setting, plot, and characters in literature to own lives <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected books -- 15 minutes - 3 times per week</p> <ul style="list-style-type: none"> • Share reading experiences to build relationships with peers or adults, for example, reading together silently or aloud (teacher read-alouds, poetry, partner reading, listening to a tape, <i>Scholastic News</i>)

	<ul style="list-style-type: none"> texts silently on a daily basis for enjoyment Select literature based on personal needs and interests from a variety of genres and by different authors <p>Teacher Read-aloud: Determined by individual teachers and reading series.</p>	<ul style="list-style-type: none"> Engage in independent silent reading Read print-based and electronic imaginative texts silently on a daily basis for enjoyment Select literature based on personal needs and interests from a variety of genres and by different authors <p>Teacher Read-aloud: Determined by individual teachers and reading series.</p>
Skills	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> High Frequency Words (Houghton Mifflin -- see Appendix) Vocabulary (Houghton Mifflin -- see Appendix) Compound words Antonyms Multiple-meaning words <p>Skills:</p> <ul style="list-style-type: none"> Look for words parts: suffixes, prefixes, base words Use letter sounds/blends Use context clues Use picture clues Read with increasing fluency/oral reading Apply phonemic knowledge: long vowels -- CVCe (o,u,e) Apply phonemic knowledge: two sounds for g,c Apply phonemic knowledge: consonant clusters (r,l,s) Apply phonemic knowledge: double final consonant Read at appropriate rate (Fluency Practice) <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> Question Evaluate Monitor/Clarify <p>Skills:</p> <ul style="list-style-type: none"> Compare and contrast information on a topic from two different sources Distinguish between fact and opinion Categorize and classify information Engage in purposeful oral reading in small and large groups Recognize the value of illustration in 	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> High Frequency Words (Houghton Mifflin -- see Appendix) Vocabulary (Houghton Mifflin -- see Appendix) Compound words <p>Skills:</p> <ul style="list-style-type: none"> Look for words parts: suffixes (ly, ful), prefixes, base words Use letter sounds/blends Use context clues Use picture clues Read with increasing fluency/oral reading Apply phonemic knowledge: consonant digraphs (sh, ch, th, wh) Apply phonemic knowledge: long a (ai, ay) Apply phonemic knowledge: (ou, ow) Apply phonemic knowledge: long e (ea, ee) Apply phonemic knowledge: -tion, -ture Read at appropriate rate (Fluency Practice) <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> Summarize Question Evaluate Predict/Infer <p>Skills:</p> <ul style="list-style-type: none"> Identify topic/main idea/details/text organization in texts Locate information in a text that is needed to solve a problem Use specific evidence from stories to relate sequence of events Make inferences Draw conclusions Identify a conclusion that summarizes the main idea

	<p>imaginative text</p> <ul style="list-style-type: none"> • Read unfamiliar texts independently to collect and interpret data, facts, and ideas <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Note taking • Understand the parts of a book (title page, table of contents, chapter titles, headings) • Identify and interpret significant facts taken from maps, graphs, charts, and other visuals 	<ul style="list-style-type: none"> • Make judgments • Use context clues to enhance meaning • Identify cultural influences in texts and performances • Recognize how language and illustrations are used to persuade in printed and filmed advertisements and texts such as letters to the editor • Engage in purposeful oral reading in small and large groups • Recognize the value of illustration in imaginative text • Read unfamiliar texts independently to collect and interpret data, facts, and ideas <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Note taking • Understand the parts of a book (title page, table of contents, chapter titles, headings) • Use dictionary skills (guide words, ABC order) • Identify and interpret significant facts taken from maps, graphs, charts, and other visuals
Assessment	<ul style="list-style-type: none"> • Theme Test • Optional Skills Tests • Optional Selection Tests • Teacher Observation • Informal Anecdotal Records • 10 week sight word check • DIBELS progress monitoring 	<ul style="list-style-type: none"> • Theme Test • Optional Skills Tests • Optional Selection Tests • Teacher Observation • Informal Anecdotal Records • DIBELS progress monitoring
Resources		

Reading Grade 2

Grade: 2

Course: Reading 2

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Lana Blum, Mindy Fitzsimmons, June Bedore, Barb Bero*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	January 2009	February 2009
Theme	<p>Theme:</p> <ul style="list-style-type: none"> • Around Town • Amazing Animals <p>Approximate timeframe of theme: 1 week, 3 weeks</p>	<p>Theme:</p> <ul style="list-style-type: none"> • Amazing Animals <p>Approximate timeframe of theme: 3 weeks</p>
Content	<p><u>Teacher Instructed</u> (also see December map)</p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> • Fiction -- <i>Officer Buckle and Gloria</i> • Fiction (traditional) -- <i>The Great Ball Game</i> (folktale) • Non-fiction -- <i>Ant</i> • Big Book -- <i>From Caterpillar to Butterfly</i> • Book Packs -- at least 25 per year • Environmental print <p>Literary elements:</p> <ul style="list-style-type: none"> • Understand story structure -- beginning, middle, end • Understand and identify character traits and character transformation • Understand and identify story setting • Understand and identify story plot (problem and resolution -- i.e. story mapping -- graphic organizer) • Recognize differences among genres stories, poems, and plays • Respect the age, gender, position, and cultural traditions of the writer • Relate setting, plot, and characters in literature to own lives <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected books -- 15 minutes - 3 times per week</p> <ul style="list-style-type: none"> • Share reading experiences to build relationships with peers or adults, for example, reading together silently or aloud (teacher read-alouds, poetry, partner reading, listening to a tape, <i>Scholastic</i> 	<p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> • Fiction -- <i>Officer Buckle and Gloria</i> • Fiction (traditional) -- <i>The Great Ball Game</i> (folktale) • Non-fiction -- <i>Ant</i> • Big Book -- <i>From Caterpillar to Butterfly</i> • Book Packs -- at least 25 per year • Environmental print <p>Literary elements:</p> <ul style="list-style-type: none"> • Understand story structure -- beginning, middle, end • Understand and identify character traits and character transformation • Understand and identify story setting • Understand and identify story plot (problem and resolution -- i.e. story mapping -- graphic organizer) • Recognize differences among genres stories, poems, and plays • Respect the age, gender, position, and cultural traditions of the writer • Relate setting, plot, and characters in literature to own lives <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected books -- 15 minutes - 3 times per week</p> <ul style="list-style-type: none"> • Share reading experiences to build relationships with peers or adults, for example, reading together silently or aloud (teacher read-alouds, poetry, partner reading, listening to a tape, <i>Scholastic</i>

	<p><i>News)</i></p> <ul style="list-style-type: none"> Engage in independent silent reading Read print-based and electronic imaginative texts silently on a daily basis for enjoyment Select literature based on personal needs and interests from a variety of genres and by different authors <p><u>Teacher Read-aloud:</u> Determined by individual teachers and reading series.</p>	<p><i>News)</i></p> <ul style="list-style-type: none"> Engage in independent silent reading Read print-based and electronic imaginative texts silently on a daily basis for enjoyment Select literature based on personal needs and interests from a variety of genres and by different authors <p><u>Teacher Read-aloud:</u> Determined by individual teachers and reading series.</p>
<p>Skills</p>	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> High Frequency Words (Houghton Mifflin -- see Appendix) Vocabulary (Houghton Mifflin -- see Appendix) <p>Skills:</p> <ul style="list-style-type: none"> Look for word parts: suffixes (-er, -est), prefixes, base words Use letter sounds/blends Use context clues Use picture clues Read with increasing fluency/oral reading Apply phonemic knowledge: ar, or, ore words Apply phonemic knowledge: final consonant clusters (nd, ng, nk) Apply phonemic knowledge: long o Read at appropriate rate (Fluency Practice) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> Question Summarize Monitor/Clarify <p>Skills:</p> <ul style="list-style-type: none"> Understand cause and effect Make inferences Draw conclusions Identify topic/main ideas/supporting details/text organization in texts Engage in purposeful oral reading in small and large groups Recognize the value of illustration in imaginative text Read unfamiliar texts independently to collect and interpret data, facts, and ideas 	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> High Frequency Words (Houghton Mifflin -- see Appendix) Vocabulary (Houghton Mifflin -- see Appendix) <p>Skills:</p> <ul style="list-style-type: none"> Look for word parts: suffixes, prefixes, base words Use letter sounds/blends Use context clues Use picture clues Read with increasing fluency/oral reading Apply phonemic knowledge: ar words Apply phonemic knowledge: final consonant clusters (nd, ng, nk) Apply phonemic knowledge: long o Apply phonemic knowledge: -s, -es, -ies Read at appropriate rate (Fluency Practice) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> Question Summarize Monitor/Clarify <p>Skills:</p> <ul style="list-style-type: none"> Understand cause and effect Make inferences Draw conclusions Identify topic/main ideas/supporting details/text organization in texts Engage in purposeful oral reading in small and large groups Recognize the value of illustration in imaginative text Read unfamiliar texts independently to collect and interpret data, facts, and ideas

	<p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Note taking • Understand the parts of a book (title page, table of contents, chapter titles, headings) • Use dictionary skills (guide words, ABC order) • Use a thesaurus • Identify and interpret significant facts taken from maps, graphs, charts, and other visuals 	<p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Note taking • Understand the parts of a book (title page, table of contents, chapter titles, headings) • Use dictionary skills (guide words, ABC order) • Use a thesaurus • Identify and interpret significant facts taken from maps, graphs, charts, and other visuals
Assessment	<ul style="list-style-type: none"> • Theme Test • Optional Skills Tests • Optional Selection Tests • Teacher Observation • Informal Anecdotal Records • 20 week sight word check • DIBELS Benchmark • DIBELS progress monitoring 	<ul style="list-style-type: none"> • Theme Test • Optional Skills Tests • Optional Selection Tests • Teacher Observation • Informal Anecdotal Records • 20 week sight word check (cont) • DIBELS progress monitoring
Resources		

Reading Grade 2

Grade: 2

Course: Reading 2

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Lana Blum, Mindy Fitzsimmons, June Bedore, Barb Bero*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	March 2009	April 2009
Theme	<p>Theme:</p> <ul style="list-style-type: none">Amazing AnimalsFamily Time <p>Approximate timeframe of theme: 1 week, 3 weeks</p>	<p>Theme:</p> <ul style="list-style-type: none">Family Time <p>Approximate timeframe of theme: 4 weeks</p>
Content	<p>Teacher Instructed (also see February map)</p> <p>Genre: Book/story:</p> <ul style="list-style-type: none">Fiction (Realistic) -- <i>Brothers and Sisters, Jalapeno Bagels</i>Fiction -- <i>Carousel, Thundercake</i>Non-fiction -- (<i>biography</i>) Houghton Mifflin AnthologyBig Book -- <i>Lillian's Grandmother</i>Book Packs -- at least 25 per yearEnvironmental printFocus on biography <p>Literary elements:</p> <ul style="list-style-type: none">Understand story structure -- beginning, middle, endUnderstand and identify character traits and character transformationUnderstand and identify story settingUnderstand and identify story plot (problem and resolution -- i.e. story mapping -- graphic organizer)Recognize differences among genres stories, poems, and playsRespect the age, gender, position, and cultural traditions of the writerRelate setting, plot, and characters in literature to own lives <p>Reading for enjoyment and independence:</p> <p>DEAR/SSR -- self-selected books -- 15 minutes - 3 times per week</p> <ul style="list-style-type: none">Share reading experiences to build relationships with peers or adults, for example, reading together silently or aloud	<p>Teacher Instructed (also see February map)</p> <p>Genre: Book/story:</p> <ul style="list-style-type: none">Fiction (Realistic) -- <i>Brothers and Sisters, Jalapeno Bagels</i>Fiction -- <i>Carousel, Thundercake</i>Non-fiction -- (<i>biography</i>) Houghton Mifflin AnthologyBig Book -- <i>Lillian's Grandmother</i>Book Packs -- at least 25 per yearEnvironmental print <p>Literary elements:</p> <ul style="list-style-type: none">Understand story structure -- beginning, middle, endUnderstand and identify character traits and character transformationUnderstand and identify story settingUnderstand and identify story plot (problem and resolution -- i.e. story mapping -- graphic organizer)Recognize differences among genres stories, poems, and playsRespect the age, gender, position, and cultural traditions of the writerRelate setting, plot, and characters in literature to own lives <p>Reading for enjoyment and independence:</p> <p>DEAR/SSR -- self-selected books -- 15 minutes - 3 times per week</p> <ul style="list-style-type: none">Share reading experiences to build relationships with peers or adults, for example, reading together silently or aloud (teacher read-alouds, poetry, partner

	<p>(teacher read-alouds, poetry, partner reading, listening to a tape, <i>Scholastic News</i>)</p> <ul style="list-style-type: none"> Engage in independent silent reading Read print-based and electronic imaginative texts silently on a daily basis for enjoyment Select literature based on personal needs and interests from a variety of genres and by different authors <p>Teacher Read-aloud: Determined by individual teachers and reading series.</p>	<p>reading, listening to a tape, <i>Scholastic News</i>)</p> <ul style="list-style-type: none"> Engage in independent silent reading Read print-based and electronic imaginative texts silently on a daily basis for enjoyment Select literature based on personal needs and interests from a variety of genres and by different authors <p>Teacher Read-aloud: Determined by individual teachers and reading series.</p>
<p>Skills</p>	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> High Frequency Words (Houghton Mifflin -- see Appendix) Vocabulary (Houghton Mifflin -- see Appendix) Word families (add prefixes, suffixes to make new words) Homophones <p>Skills:</p> <ul style="list-style-type: none"> Look for words parts: suffixes, prefixes, base words Use letter sounds/blends Use context clues Use picture clues Read with increasing fluency/oral reading Apply phonemic knowledge: er endings Apply phonemic knowledge: contractions Apply phonemic knowledge: y as long e Apply phonemic knowledge: -ed or -ing (double the final consonant) Apply phonemic knowledge: -le ending in a two syllable words Read at appropriate rate (Fluency Practice) <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> Question Evaluate Predict/Infer Monitor/Clarify <p>Skills:</p> <ul style="list-style-type: none"> Make generalizations Understand sequence of events Make judgments 	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> High Frequency Words (Houghton Mifflin -- see Appendix) Vocabulary (Houghton Mifflin -- see Appendix) Word families (add prefixes, suffixes to make new words) Homophones <p>Skills:</p> <ul style="list-style-type: none"> Look for words parts: suffixes, prefixes, base words Use letter sounds/blends Use context clues Use picture clues Read with increasing fluency/oral reading Apply phonemic knowledge: er endings Apply phonemic knowledge: contractions Apply phonemic knowledge: y as long e Apply phonemic knowledge: -ed or -ing (double the final consonant) Apply phonemic knowledge: -le ending in a two syllable words Apply phonemic knowledge: silent consonants (gh, kn, b) Read at appropriate rate (Fluency Practice) <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> Question Summarize Monitor/Clarify <p>Skills:</p> <ul style="list-style-type: none"> Understand cause and effect

	<ul style="list-style-type: none"> Engage in purposeful oral reading in small and large groups Recognize the value of illustration in imaginative text Read unfamiliar texts independently to collect and interpret data, facts, and ideas <p><u>Study Skills</u></p> <ul style="list-style-type: none"> Note taking Select books independently to meet informational needs Understand the parts of a book (title page, table of contents, chapter titles, headings) Use dictionary skills (guide words, ABC order) Use a thesaurus Follow directions Identify and interpret significant facts taken from maps, graphs, charts, and other visuals 	<ul style="list-style-type: none"> Make inferences Draw conclusions Identify topic/main ideas/supporting details/text organization in texts Engage in purposeful oral reading in small and large groups Recognize the value of illustration in imaginative text Read unfamiliar texts independently to collect and interpret data, facts, and ideas <p><u>Study Skills</u></p> <ul style="list-style-type: none"> Note taking Understand the parts of a book (title page, table of contents, chapter titles, headings) Use dictionary skills (guide words, ABC order) Use a thesaurus Identify and interpret significant facts taken from maps, graphs, charts, and other visuals
Assessment	<ul style="list-style-type: none"> Theme Test Optional Skills Tests Optional Selection Tests Teacher Observation Informal Anecdotal Records DIBELS progress monitoring 	<ul style="list-style-type: none"> Theme Test Optional Skills Tests Optional Selection Tests Teacher Observation Informal Anecdotal Records 30 week sight word check DIBELS progress monitoring
Resources		

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Grade: 2

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Developed by: *Stacey Clark*

Based on the Work of: *Lana Blum, Mindy Fitzsimmons, June Bedore, Barb Bero*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	May 2009	June 2009
Theme	<p>Theme:</p> <ul style="list-style-type: none"> Talent Show <p>Approximate timeframe of theme: 4 weeks</p>	<p>Theme:</p> <ul style="list-style-type: none"> Talent Show <p>Approximate timeframe of theme: 2 weeks</p>
Content	<p><u>Teacher Instructed</u></p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> Fiction -- <i>The Art Lesson, Moses Goes to a Concert, The School Mural</i> Big Book -- <i>Cleveland Lee's Beale Street Band</i> Book Packs -- at least 25 per year Environmental print <p>Literary elements:</p> <ul style="list-style-type: none"> Understand story structure -- beginning, middle, end Understand and identify character traits and character transformation Understand and identify story setting Understand and identify story plot (problem and resolution -- i.e. story mapping -- graphic organizer) Recognize differences among genres stories, poems, and plays Respect the age, gender, position, and cultural traditions of the writer Evaluate the content by identifying important and unimportant details Relate setting, plot, and characters in literature to own lives <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected books -- 15 minutes - 3 times per week</p> <ul style="list-style-type: none"> Share reading experiences to build relationships with peers or adults, for example, reading together silently or aloud (teacher read-alouds, poetry, partner reading, listening to a tape, <i>Scholastic News</i>) 	<p><u>Teacher Instructed</u> (see May map)</p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> Fiction -- <i>The Art Lesson, Moses Goes to a Concert, The School Mural</i> Big Book -- <i>Cleveland Lee's Beale Street Band</i> Book Packs -- at least 25 per year Environmental print <p>Literary elements:</p> <ul style="list-style-type: none"> Understand story structure -- beginning, middle, end Understand and identify character traits and character transformation Understand and identify story setting Understand and identify story plot (problem and resolution -- i.e. story mapping -- graphic organizer) Recognize differences among genres stories, poems, and plays Respect the age, gender, position, and cultural traditions of the writer Relate setting, plot, and characters in literature to own lives <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- self-selected books -- 15 minutes - 3 times per week</p> <ul style="list-style-type: none"> Share reading experiences to build relationships with peers or adults, for example, reading together silently or aloud (teacher read-alouds, poetry, partner reading, listening to a tape, <i>Scholastic News</i>) Engage in independent silent reading Read print-based and electronic imaginative

	<ul style="list-style-type: none"> Engage in independent silent reading Read print-based and electronic imaginative texts silently on a daily basis for enjoyment Select literature based on personal needs and interests from a variety of genres and by different authors <p>Teacher Read-aloud: Determined by individual teachers and reading series.</p>	<ul style="list-style-type: none"> texts silently on a daily basis for enjoyment Select literature based on personal needs and interests from a variety of genres and by different authors <p>Teacher Read-aloud: Determined by individual teachers and reading series.</p>
Skills	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> High Frequency Words (Houghton Mifflin -- see Appendix) Vocabulary (Houghton Mifflin -- see Appendix) Word families (add prefixes, suffixes to make new words) Multiple meaning words <p>Skills:</p> <ul style="list-style-type: none"> Look for words parts: suffixes, prefixes, base words Use letter sounds/blends Use context clues Use picture clues Read with increasing fluency/oral reading Apply phonemic knowledge: two sounds for oo, ue, ou Apply phonemic knowledge: long i words Apply phonemic knowledge: -ed or -ing (drop the final e) Read at appropriate rate (Fluency Practice) <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> Question Summarize Evaluate <p>Skills:</p> <ul style="list-style-type: none"> Understand author's view point/purpose Identify topic/main idea/details/text organization of a text Locate information in a text that is needed to solve a problem Engage in purposeful oral reading in small and large groups Recognize the value of illustration in imaginative text Read unfamiliar texts independently to 	<p>Decoding</p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> High Frequency Words (Houghton Mifflin -- see Appendix) Vocabulary (Houghton Mifflin -- see Appendix) Word families (add prefixes, suffixes to make new words) Multiple meaning words <p>Skills:</p> <ul style="list-style-type: none"> Look for words parts: suffixes, prefixes, base words Use letter sounds/blends Use context clues Use picture clues Read with increasing fluency/oral reading Apply phonemic knowledge: two sounds for oo Apply phonemic knowledge: long i words Apply phonemic knowledge: -ed or -ing (drop the final e) Read at appropriate rate (Fluency Practice) <p>Comprehension</p> <p>Strategies:</p> <ul style="list-style-type: none"> Question Summarize Evaluate <p>Skills:</p> <ul style="list-style-type: none"> Understand author's view point/purpose Identify topic/main idea/details/text organization of a text Locate information in a text that is needed to solve a problem Engage in purposeful oral reading in small and large groups Recognize the value of illustration in imaginative text Read unfamiliar texts independently to

	<p>collect and interpret data, facts, and ideas</p> <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Note taking • Understand the parts of a book (title page, table of contents, chapter titles, headings) • Use dictionary skills (guide words, ABC order) • Use a thesaurus • Identify and interpret significant facts taken from maps, graphs, charts, and other visuals 	<p>collect and interpret data, facts, and ideas</p> <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Note taking • Understand the parts of a book (title page, table of contents, chapter titles, headings) • Use dictionary skills (guide words, ABC order) • Use a thesaurus • Identify and interpret significant facts taken from maps, graphs, charts, and other visuals
Assessment	<ul style="list-style-type: none"> • Optional Skills Tests • Optional Selection Tests • Teacher Observation • Informal Anecdotal Records • TONYSS • DIBELS benchmark 	<ul style="list-style-type: none"> • Optional Skills Tests • Optional Selection Tests • Teacher Observation • Informal Anecdotal Records • 40 week sight word check • Gates MacGinitie Test • DIBELS progress monitoring
Resources		