

## Resurrection School: Curriculum Information Record

School Year \_\_\_\_\_

Grade: **2<sup>nd</sup> Grade**

Teacher \_\_\_\_\_

Content Area: **ELA - READING**

Strand/Domain	I	D	M	Objective	Accomplished Yes or No	Not Accomplished? Why?
<b>READING: Phonemic Awareness</b>						
<a href="#">R.WS.02.01</a>				demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.		
<a href="#">R.WS.02.02</a>				recognize that words are composed of sounds blended together and carry meaning.		
<b>READING: Phonics</b>						
<a href="#">R.WS.02.03</a>				understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.		
<a href="#">R.WS.02.04</a>				use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs <i>wh, ph</i> , irregular vowels <i>ei, ie, ea, ue</i> .		
<b>READING: Word Recognition</b>						
<a href="#">R.WS.02.05</a>				automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.		
<a href="#">R.WS.02.06</a>				make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.		
<a href="#">R.WS.02.07</a>				make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.		
<a href="#">R.WS.02.08</a>				use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.		
<a href="#">R.WS.02.09</a>				know the meanings of words encountered frequently in grade-level reading and oral language contexts.		
<a href="#">R.WS.02.10</a>				use syntactic and semantic cues including reading context; picture clues; prefixes <i>re-, un-</i> ; and suffixes <i>-s, -ed, -ing</i> to determine the meaning of words in grade-appropriate texts.		

<b>READING: Vocabulary</b>						
<b>R.WS.02.11</b>				in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.		
<b>READING: Fluency</b>						
<b>R.FL.02.01</b>				automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.		
<b>R.FL.02.02</b>				use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.		
<b>R.FL.02.03</b>				read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.		
<b>READING: Narrative Text</b>						
<b>R.NT.02.01</b>				describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.		
<b>R.NT.02.02</b>				identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama.		
<b>R.NT.02.03</b>				identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.		
<b>R.NT.02.04</b>				identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.		
<b>R.NT.02.05</b>				respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.		
<b>READING: Informational Text</b>						
<b>R.IT.02.01</b>				identify and describe the basic form, features, and purpose of a variety of informational genre including simple "how-to" books, personal correspondence, science and social studies magazines.		
<b>R.IT.02.02</b>				discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.		
<b>R.IT.02.03</b>				explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.		

R.IT.02.04				respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.		
<b>READING: Comprehension</b>						
R.CM.02.01				make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.		
R.CM.02.02				retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.		
R.CM.02.03				compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.		
R.CM.02.04				apply significant knowledge from grade-level science, social studies, and mathematics texts.		
<b>READING: Metacognition</b>						
R.MT.02.01				self-monitor comprehension by recognizing when meaning is breaking down and use strategies including making credible predictions to increase comprehension when reading or listening to text.		
R.MT.02.02				self-monitor comprehension by using strategies including constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading.		
R.MT.02.03				self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text.		
R.MT.02.04				plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work.		
R.MT.02.05				self-monitor comprehension by using graphic organizers such as a Venn diagram and paragraphs to compare and contrast or indicate a sequence of ideas.		
R.MT.02.06				determine which resources contain appropriate information for the intended task using teacher/student generated criteria.		
<b>READING: Critical Standards</b>						
R.CS.02.01				develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.		

<b>READING: Reading Attitude</b>						
<a href="#">R.AT.02.01</a>				be enthusiastic about reading and learning how to read		
<a href="#">R.AT.02.02</a>				do substantial reading and writing on their own during free time in school and at home.		

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Grade: **2<sup>nd</sup> Grade**

Teacher \_\_\_\_\_

Content Area: **ELA - WRITING**

Strand/Domain	I	D	M	Objective	Accomplished Yes or No	Not Accomplished? Why?
<b>WRITING: Writing Genre</b>						
W.GN.02.01				write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events.		
W.GN.02.02				approximate poetry based on reading a wide variety of grade appropriate poetry.		
W.GN.02.03				write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.		
W.GN.02.04				use the writing process to produce and present a research project; develop two research questions related to a teacher-selected topic; gather electronic or print resources and organize the information using key ideas with teacher assistance.		
<b>WRITING: Writing Process</b>						
W.PR.02.01				set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece.		
W.PR.02..02				develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).		
W.PR.02.03				draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details.		
W.PR.02.04				write in first and third person based on genre type and purpose.		
W.PR.02.05				draft a coherent piece with appropriate grammar, usage, mechanics, and temporary spellings.		
W.PR.02.06				revise drafts based on constructive and specific oral and written responses to writing; identify sections of the piece that need to be revised using reorganization, additions, deletions, and appropriate use of transitions; make stylistic changes in content and form to suit intended purpose and audience.		

<b>W.PR.02.07</b>				attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.		
<b>WRITING: Personal Style</b>						
<b>W.PS.02.01</b>				develop personal style in oral, written, and visual messages in both narrative (e.g., descriptive language, use of imagination, varying sentence beginnings) and informational writing (e.g., facts, effective conclusions).		
<b>WRITING: Grammar and Usage</b>						
<b>W.GR.02.01</b>				in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.		
<b>WRITING: Spelling</b>						
<b>W.SP.02.01</b>				in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).		
<b>WRITING: Handwriting</b>						
<b>W.HW.02.01</b>				fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.		
<b>WRITING: Writing Attitude</b>						
<b>W.AT.02.01</b>				be enthusiastic about writing and learning to write.		

## Resurrection School: Curriculum Information Record

School Year \_\_\_\_\_

Grade: **2<sup>nd</sup> Grade**

Teacher \_\_\_\_\_

Content Area: **ELA - SPEAKING**

Strand/Domain	I	D	M	Objective	Accomplished Yes or No	Not Accomplished? Why?
<b>SPEAKING: Conventions</b>						
<a href="#">S.CN.02.01</a>				use common grammatical structures correctly when speaking including subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead of, so that).		
<a href="#">S.CN.02.02</a>				explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.		
<a href="#">S.CN.02.03</a>				speak effectively adopting appropriate tone of voice and intonation patterns in narrative and informational presentations.		
<a href="#">S.CN.02.04</a>				present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)		
<a href="#">S.CN.02.05</a>				understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership.		
<b>SPEAKING: Discourse</b>						
<a href="#">S.DS.02.01</a>				engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.		
<a href="#">S.DS.02.02</a>				tell or retell stories (e.g., fantasy, legends, drama), using story grammar (e.g., elaborated information about characters, characters' actions and motivations, plot, and setting as related to plot), while maintaining appropriate intonation and tone of voice.		
<a href="#">S.DS.02.03</a>				respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.		
<a href="#">S.DS.02.04</a>				plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.		

<b>LISTENING &amp; VIEWING: Conventions</b>						
L.CN.02.01				understand, restate and follow three- and four-step directions.		
L.CN.02.02				ask appropriate questions for clarification and understanding during a presentation or report.		
L.CN.02.03				listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.		
L.CN.02.04				understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).		
L.CN.02.05				begin to evaluate the messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda.		
<b>LISTENING &amp; VIEWING: Response</b>						
L.RP.02.01				listen to or view knowledgeably and discuss a variety of genre.		
L.RP.02.02				select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.		
L.RP.02.03				respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.		