

# Deer Valley Unified School District

## Language Arts Curriculum



# 2<sup>nd</sup> Grade

Revised  
Summer, 2009

# Expectations:

1.) All DVUSD teachers are expected to fully implement the adopted core reading program with fidelity.

2.) DVUSD Administrators are expected to create a schedule allowing for a minimum of 90 minutes of uninterrupted time dedicated to K – 3 direct, explicit, reading instruction.

*Interruptions are defined as anything that disrupts instruction. Examples of interruptions include morning announcements, recesses, special classes, assemblies, lunch, scheduled fire drills, etc.*

3.) In accordance with AZ READS (ARS 15-704), students are assessed with the DIBELS benchmark assessments a minimum of three times each year. These assessments are intended to identify students who are not making adequate progress towards reading proficiency. Students found to be below benchmark levels should be assessed with additional diagnostic measures.

4.) In between benchmark assessment periods, DVUSD teachers are expected to administer formative assessments for the purpose of determining student instructional needs. Summative assessments are used to determine continuous progress and mastery of concepts.

5.) DVUSD K- 3 teachers are expected to utilize small, flexible groups in order to meet the instructional needs of all learners. Flexible groups are defined as temporary groups formed to address specific, instructional objectives. Groups meet for 10- 20 minutes several times per week for as little as one week or as long as one month. These groups are not permanent.

Instructional Focus	Standard and Related Concept	Performance Objectives	DIBELS
<b>Print Concepts</b>	Rdng Strand 1: Reading Process Concept 1: Print Concepts	PO 1. Alphabetize a series of words to the second letter.	
		PO 2. Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks).	
<b>Phonological Awareness</b>	Rdng Strand 1: Reading Process Concept 2: Phonemic Awareness	PO 1. Orally segment a multi-syllable word into syllables.	
<b>Phonemic Awareness</b>		PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.	
		PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme.	PSF
<b>Word-recognition</b>	Rdng Strand 1: Reading Process Concept 3: Phonics	PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.	ORF
		PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words.	
		PO 3. Recognize regular plurals and irregular plurals in context.	
		PO 4. Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading.	
		PO 5. Read common abbreviations fluently.	
		PO 6. Recognize high frequency words and irregular sight words.	
		PO 7. Read common contractions fluently (e.g., I'm, I'll, can't).	
		PO 8. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	
		PO 9. Use knowledge of word order (syntax) and context to confirm decoding.	

Instructional Focus	Standard and Related Concept	Performance Objectives	DIBELS
<b>Word Study</b>	Rdng Strand 1: Reading Process Concept 4: Vocabulary	PO 1. Identify simple prefixes to determine the meaning of words (e.g., un-, re-).	
		PO 2. Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.	
		PO 3. Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.	
		PO 4. Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.	
		PO 5. Recognize words represented by common abbreviations.	
		PO 6. Identify the words that comprise contractions.	
		PO 7. Determine the meaning of compound words, using knowledge of individual words.	
<b>Fluency</b>	Rdng Strand 1: Reading Process Concept 5: Fluency	PO 1. Consistently read grade level text with at least 90% accuracy.	ORF
		PO 2. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.	ORF
		PO 3. Use punctuation, including commas, periods, and question marks to guide reading for fluency.	ORF
<b>Comprehension</b>	Rdng Strand 1: Reading Process Concept 6: Comprehension Strategies	PO 1. Predict what might happen next in a reading selection.	
		PO 2. Compare a prediction about an action or event to what actually occurred with a text.	
		PO 3. Ask relevant questions in order to comprehend text.	
		PO 4. Relate information and events in a reading selection to life experiences and life experiences to the text.	

Instructional Focus	Standard and Related Concept	Performance Objectives	DIBELS
<b>Comprehension (continued)</b>	Rdng Strand 2: Comprehending Literary Text Concept 1: Elements of Literature	PO 1. Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.	Retell
		PO 2. Describe characters within a literary selection.	Retell
		PO 3. Sequence a series of events in a literary selection.	Retell
		PO 4. Identify cause and effect of specific events in a literary selection.	
		PO 5. Identify words that the author selects in a literary selection to create a graphic visual experience.	
		PO 6. Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.	
		PO 7. Identify differences between fiction and non-fiction.	
	Rdng Strand 2: Comprehending Literary Text Concept 2: Historical and Cultural Aspects of Literature	PO. 1 Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	
	Rdng Strand 3: Comprehending Informational Text Concept 1: Expository Text	PO 1. Identify the main idea in expository text.	Retell
		PO 2. Locate facts in response to questions about expository text.	
		PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text.	
		PO 4. Identify a variety of sources (e.g., trade books, encyclopedias, magazines, textbooks, Internet) that may be used to answer specific questions and/or gather information.	
		PO 5. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.	

Instructional Focus	Standard and Related Concept	Performance Objectives	DIBELS
<p><b>Comprehension (continued)</b></p>	<p>Rdng Strand 3: Comprehending Informational Text Concept 2: Functional Text</p>	<p>PO 1. Follow a set of written multi-step directions.</p>	
		<p>PO 2. Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order.</p>	
		<p>PO 3. State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).</p>	

# CONCEPT MAP

## 2<sup>nd</sup> Grade

### Key Concepts:

Examples of print concepts include:

- Ability to alphabetize a series of words to the second letter.
- Recognizing the features of a sentence:
  - The first word in a sentence is capitalized.
  - Sentences end with a punctuation mark.
  - Quotation marks indicate spoken words.
  - Internal punctuation marks (usually commas) indicate a brief pause.

Students from home environments that are rich in print and who have been read to frequently are at an advantage in having exposure and experience with print concepts. Students who do not come from these environments will need extensive opportunities to interact with print materials.

## Print Concepts

Print concepts help children understand how our language looks in print form.

### **Print Concept Activities**

- Provide a wide variety of print materials!
- Authentic alphabetizing tasks (classroom library books in alphabetical order by author, attendance names in alphabetical order).
- Daily editing experiences with written sentences.
- Consistent modeling of sentence features.

### **Supplement the Core Reading Program with Additional Print Concept Activities and Games**

### Key Vocabulary:

**Alphabetizing** – to place in the order of the alphabet.

**Sentence** – a word or group of words that states, explains, asks, commands, or exclaims something.

**Sentence Features** – A sentence can be recognized by several features. These include the beginning letter being capitalized and an end punctuation symbol after the last word. A sentence can have as few as one word as in the following sentence examples. Yes. Why? Run!

**Modeling** – The gradual release of responsibility instructional protocol calls for teacher modeling or teacher demonstration of a process. “I do, we do, you do”. During the “I do” stage, the teacher demonstrates (models) what is to be done.

### Direct Teaching of Sentence Sense:

Words are the building blocks of sentences. Demonstrate this with a very concrete explanation. Write three words that the students have learned on post-it notes. Attach the post-it notes to three wooden word blocks. Prepare a fourth post-it note with a period and attach it to a fourth wooden block. As you explain the building block concept, move the three word blocks together to make a simple three word sentence, and add the ending period. Example: "It is me." Rewrite the first post-it note with a capital letter as the first letter, explaining that sentences begin with capitals.

### Word Necklaces:

Select six words from the primary reading list that can be combined to make **two** different three word sentences. Print each word on a large strip of posterboard and attach string. Ask for six student volunteers to wear the word necklaces as they stand in front of the class. Have those who are seated tell you how the students in front might *be* moved around in order to create simple sentences. When new sentences are formed, write them on the board for sharing adding capital letters and end punctuation.

### Alphabetizing Cards:

Print sight words, vocabulary words, names, or other known words on index cards. Deal to a small group of students. The total number of cards will depend upon the skill level of the students in the group. The teacher will know which word card in the group will be first in the alphabet and will call for the player with that card to play first. “Who has *apple*?” The student plays the card that says apple. The player that believes that they have the next card will play next. “I have *box*.” “I have *dog*.” “I have *fish*.” Encourage students to arrange their cards in alphabetical order within their own hand before beginning the game.

Alphabetizing Computer Centers: The Internet has many sites with alphabetizing activities. Consider these!

<http://www.toonuniversity.com/flash.asp?err=160&engine=>

<http://www.funbrain.com/cgi-bin/ord.cgi?A1=s&A2=2&A3=words>

<http://www.little-g.com/games/Alphabetizing.html>

# CONCEPT MAP

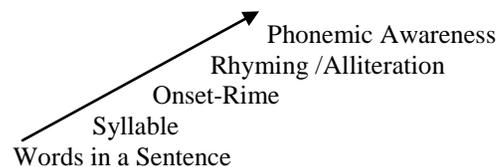
## 2<sup>nd</sup> Grade

### Key Concepts:

Phonological awareness differs from phonics in that phonological awareness deals with speech sounds only. Phonics deals with the connection between speech sounds and the printed letters which are used to represent those speech sounds.

Phonological awareness is not synonymous with phonemic awareness in that phonemic awareness is a subset (or specific component) of phonological awareness.

Continuum of Phonological Awareness Skills



**READ:** Read rhyming books and poetry to the class. Have students raise their hand whenever they hear a pair of rhyming words. Stop and acknowledge their ‘finds’.

In the Tall, Tall Grass by Denise Fleming  
There’s a Wocket in My Pocket by Dr. Seuss  
Moose on the Loose by C. P. Ochs  
Is Your Mama a Llama? by Deborah Guarino  
Never Take a Pig to Lunch by Nadine Bernard Westcott

**Whole Group Activity:** This Internet site provides multi-syllabic words in print. Project this site to a whiteboard and verbally provide the words to the class. Have the students repeat the word and determine the number of syllables they hear. [http://www.quia.com/pop/5909.html?AP\\_rand=65161223](http://www.quia.com/pop/5909.html?AP_rand=65161223)

## Phonological Awareness

Phonological awareness is the first component that supports the development of reading skills. It is the ability to hear and work with the spoken language.

### Phonological Awareness Activities

- Identifying and making oral rhymes
- Identifying and working with syllables in spoken words.
- Identifying and working with onsets and rimes in spoken syllables
- Identifying and working with individual phonemes in spoken words

### Supplement the Core Reading Program with additional Phonological Awareness Activities and Games

**Tapping Syllables:** Great 2 minute “stand up and move” activity.

1. Students stand up and hold out their right arm with the palm facing the floor.
2. Say a two syllable word (ex: basket). Tap once on your wrist as you say ‘bas’. Tap a second time on your elbow as you say ‘ket’.
3. Say a three syllable word (ex: basketball). “bas” – tap wrist. “ket” – tap elbow. “ball” - tap shoulder.
4. Say a four syllable word (ex: calculator) Tap wrist, elbow, shoulder, cheek (gently!)
5. Fifth syllable – tap the top of your head.
6. Mix up the words so that the number of syllables will vary each time.

### Key Vocabulary:

**‘Phon’ or ‘Phono’** – Greek combining form meaning sound

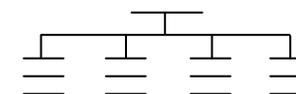
**Alliteration** – the repetition of initial sounds in neighboring words.  
Ex: a dime a dozen

**Onset** - the part of the syllable that precedes the vowel of the syllable.  
Ex: s – ash , spl – ash

**Rime** is – the part of the syllable which consists of its vowel and any consonants that come after it.  
Ex: s – ash, spl – ash .

**Syllable** – a unit of sound. It is made up of at least a vowel sound.  
Ex: o-pen  
One or more consonant sounds may precede or follow the vowel sound.  
Ex: o-pen

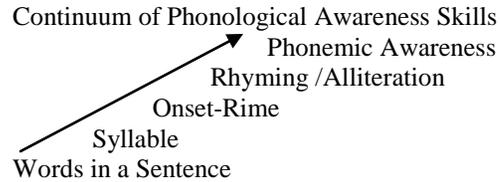
**Syllable Center:** Create a tree map with 3, 4, or 5 branches. Label the branches as 1 syllable, 2 syllables, 3 syllables, etc. Provide students with pictures (no labels) of multi-syllabic objects (e.g., rhinoceros, cat, tiger, elephant.). Sort the pictures under the branches of the tree according to the number of syllables in the name of the picture.



# CONCEPT MAP

## 2<sup>nd</sup> Grade

### Key Concepts:



Phonemic awareness is not synonymous with phonological awareness in that phonemic awareness is a subset (or specific component) of phonological awareness.

Speech is made up of speech sounds or phonemes.

There are 8 types of phonemic awareness  
-Isolation -Identity -Categorization  
-Blending -Segmenting -Deletion  
-Addition -Substitution

Phonemic awareness is the most potent predictor of a child's success in learning to read. (Adams, 1990 Stanovich, 1994)

## Phonemic Awareness

Phonemic awareness is the ability to notice, think about, and word with the individual sounds in spoken words.

### Phonemic Awareness Activities

- Phonemic awareness activities should take no more than 5 to 15 minutes per day.
- Use Elkonin boxes and markers to teach segmenting and blending of phonemes.
- Provide mirrors to see how the mouth, tongue and teeth produce specific phonemes.

### Supplement the Core Reading Program with additional Phonemic Awareness Activities and Games

### Descriptors of the 8 Types of Phonemic Awareness

*Isolation:* Children recognize individual sounds in a word

*Identity:* Children recognize the same sound in different words

*Categorization:* Recognize the word in a set that has the odd sound

*Blending:* Listen to a sequence of separately spoken phonemes, combine the phonemes to form a word

*Segmenting:* Break a word into separate sounds.

*Deletion:* Recognize the word that remains when a phoneme is removed.

*Addition:* Make a new word by adding a phoneme to an existing word.

*Substitution:* Substitute one phoneme for another to make a new word.

What is the first sound in 'van'? The first sound in van is /v/.

What sound is the same in 'fix', 'fall' and 'fun'? /f/ is the same

Which word doesn't belong? 'bus, bun, rig' Rig doesn't belong.

What word is /b/ /i/ /g/? /b/ /i/ /g/ is big.

How many sounds are in 'lock'? /l/ /o/ /k/ , 3 sounds

What is 'smile' without the /s/? Mile.

What word do you have if you add /s/ to the beginning of 'park'? Spark

The word is bug. Change the /g/ to /n/. What is the new word? Bun

### Key Vocabulary:

**'Phon' or 'Phono'** – Greek combining form meaning sound

**Phonemes** – The smallest part of spoken language that makes a difference in the meaning of words. Graphemes are the letter symbols used to represent phonemes (often referred to as phonograms).

**Diphthongs** – A complex speech sound or glide that begins with one vowel and gradually changes to another vowel within the same syllable, as (oi) in *boil*

**Digraphs** – a pair of letters that represent a single speech sound. An example of a consonant digraph would be the ph in pheasant. An example of a vowel digraph would be the ea in beat.

### Elkonin Box Templates

[http://bogglesworldesl.com/elkonin\\_boxes.htm](http://bogglesworldesl.com/elkonin_boxes.htm)

Templates for specific words & generic boxes.

### Sorting Activities:

Provide pictures of words that have two different phonemes. For example, pictures with words that have the /a/ sound of apple and the /ai/ sound of cake. Sort the pictures into two piles.

### Professional Books:

*Phonemic Awareness in Young Children*, by Marilyn Jager Adams, Barbara R. Foorman, Ingvar Lundberg & Terri Beeler

*Phonemic Awareness Songs & Rhymes* and *Phonemic Awareness Activities for Early Reading Success* both by Wiley Blevins

*Phonemic Awareness: Playing With Sounds to Strengthen Beginning Reading Skills* by Jo Fitzpatrick

# CONCEPT MAP

## 2<sup>nd</sup> Grade

### Key Concepts:

Phonics instruction is not an entire reading program.

The progression of regular word reading begins with sound by sound decoding, moves to whole word reading (blending sounds into a word), then to sight word reading, and finally to automaticity.

The six types of syllable patterns are valuable for word recognition. However, knowing the name of the syllable type is less important than recognizing the pattern when they see it in print.

The first multi-syllabic words that 2<sup>nd</sup> graders typically encounter are compound words.

Affixes include prefixes and suffixes.

80% of English words can be decoded by applying basic phonics rules.

## Word Recognition

Word Recognition - Decode words, using knowledge of letter sound relationships, phonics, syllabication, and word parts. Recognize high-frequency words and sight words.

### **Phonics Activities:**

- Provide opportunities to read multi-syllabic words connecting letters and sounds through the senses.
- Post examples of syllabication patterns.
- Use the morning message as a tool for review of phonetic elements.
- Use tools such as the Quick Phonics Screener to identify and diagnose an individual student's intervention needs.

### Supplement the Core Reading Program with Additional Word Recognition Activities and Games

### Key Vocabulary:

**Digraphs** - A *vowel digraph* has two vowels that make one sound. Example: 'oo' as in zoo, 'oo' as in book, 'ea' as in head. A *consonant digraph* has two consonants that make one sound. Example: 'sh' in ship, 'ph' in phone.

**Diphthong** - A diphthong is two vowel sounds in one syllable. Example: 'oy' as in boy or 'oi' as in boil.

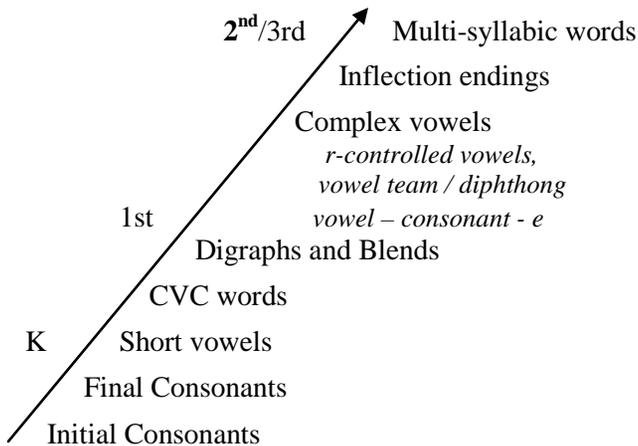
**Phonogram** - A letter or combination of letters that represent a sound.

**R-controlled vowel:** When the consonant **r** comes after a vowel, it changes the sound of the vowel. Ex: car, her, stir, for, spur.

**Blends** - a sequence of two or three consonants, each of which is heard with minimal change. Ex: 'bl', 'sn', 'spr', 'tr' 'str'

**Heart Words** - Words that are either recognized as a high-frequency word and/or a sight word and expected to be memorized or learned by heart.

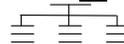
### Phonics Continuum:



**Heart Words:** See Appendix A for list of words 2<sup>nd</sup> grade students are expected to know. Appendix B lists additional words that students need to know but are optional at the 2<sup>nd</sup> grade level.

**Phonics:** See Appendix C for sequence of Phonics skills for 2<sup>nd</sup> grade. Review 1<sup>st</sup> grade phonics skills with inventory unit at beginning of Trophies Theme 1

**Example of a Phonics Sorting Activity:** Create a tree map for words that end in -ed. Label one branch /t/ and list words such as 'jumped' under that branch. A 2<sup>nd</sup> branch would be /d/ with the example 'humed'. The 3<sup>rd</sup> branch is /ed/ as in 'handed'. Sort words.



**Syllable Types:** Create posters with:  
 \**Open syllables* end in a vowel and have a long vowel sound. e.g., o-pen  
 \**Closed syllables* end in a consonant and have a short vowel sound. e.g., cat  
 \**Vowel-Consonant-e syllables* are typically found at the end of the word and the vowel is long. e.g., name  
 \**Vowel Team syllables* have two vowels next to each other and together say a new sound. e.g., outh  
 \**Consonant -le syllables* are found in words like handle, puzzle.  
 \**R-controlled vowel syllables* contain a vowel followed by an r. e.g., car

# CONCEPT MAP

## 2<sup>nd</sup> Grade

### Key Concepts:

A child's speaking vocabulary is primarily influenced by the quality of the oral language that surrounds them.

Understanding word meanings is highly correlated to both listening and print comprehension.

There is a high correlation between the amount of time a student spends reading, or being read to, and word knowledge.

Indirect, implicit vocabulary acquisition occurs when students engage in extensive oral interactions with adults and when they read or are read to.

Direct, explicit vocabulary acquisition occurs when students are pre-taught words that they will encounter in a unit of study or a passage and the students have multiple opportunities to hear, say, and see the vocabulary words.

### Dramatic Play or Role Playing Opportunities:

Allowing time for dramatic play is a valuable opportunity for increasing student oral vocabulary. Simple props and costumes will trigger concept related vocabulary. For example: after hearing a story about a service dog or perhaps having a visitor with a service dog students might use stuffed animals and a leash to engage in play activities using related vocabulary.

Tell Me More: Encourage students to elaborate in their communication. If the student is drawing a picture encourage adding details that provide more information about the setting or the characters. If the student is dictating a story, ask for descriptive words and examples or details pertinent to the story. Carefully phrase verbal requests for information to encourage language. (e.g., "Tell me more about going down the waterpark slide.")

## Word Study - Vocabulary

Word Study is the study of vocabulary and word meaning through exposure to and the study of: word patterns, word parts, word histories, and semantics.

### **Word Study - Vocabulary Activities:**

- Talking. Conversations. Dialogue. Discussions. Sharing!
- Concept sorts, picture sorts, pattern sorts, word sorts, semantic sorts, grammatic sorts
- Word study notebooks
- Word games, word puzzles, and word board games
- Read, Read, Read, Read, Read, Read, Read, Read, Read

### **Supplement the Core Reading Program with Additional Word Study and Vocabulary Activities and Games**

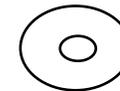
### Key Vocabulary:

**Academic Language** refers to the vocabulary used in school or more formal settings as opposed to Social or Informal language of playgrounds and home environments. A student's knowledge of academic language will come primarily for teachers and school personnel.

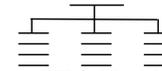
**Tier I Words** are the most basic words. These do not typically require instruction (e.g., car, water, candy). **Tier II Words** are used often and help readers understand a passage. (e.g., respond). Tier II words also include multiple meaning words (e.g., trunk). **Tier III Words** are infrequently used and are usually associated with specific fields of study (rarely encountered in the primary grades).

**Semantics** refers to the subtle nuances of word meaning in language.

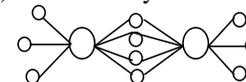
**Brainstorming:** Prepare a Thinking Map Circle Map on a large sheet of chart tablet paper. Write a concept in the center (e.g., food). Ask the students to brainstorm any foods they can think of and write them in the circle.



**Categorizing:** Prepare a Thinking Map Tree Map on a 2<sup>nd</sup> large sheet of chart tablet paper. Ask students to think of categories into which the foods could be grouped (e.g., fruits, meats, snacks, breakfast).



**Comparing and Contrasting:** Prepare a Thinking Map Double Bubble Map on a 3<sup>rd</sup> sheet of chart tablet. Label one side with one of the categories (e.g., fruits) and the other with a second category (e.g., vegetables). Discuss ways the foods are alike and different.



# CONCEPT MAP

## 2<sup>nd</sup> Grade

### Key Concepts:

Fluency develops over time and through substantial practice reading.

Fluency instruction begins with a focus on accuracy. Once students are able to read accurately, speed and prosody will follow.

Fluency is measured by taking the total number of words read in one minute and subtracting the number of errors. This gives the number of words correct per minutes (WCPM). (2<sup>nd</sup> graders are expected to read 44 WCPM at the beginning of the year. 68 WCPM at mid-year and 90 WCPM at the end of the year.)

Accuracy is measured by taking the WCPM and dividing by the number of words attempted. The accuracy goal is 95%.

In addition to opportunities for practice, appropriate immediate feedback increases fluency.

## Fluency

Fluency is the ability to read words quickly with accuracy and expression so that the reader is able to focus attention on the meaning and message of text.

### **Fluency Activities:**

- Listening to adults read aloud with appropriate expression.
- Participating in repeated oral reading through:
  - partner reading
  - choral reading
  - tape-assisted reading
  - Readers' Theater

### **Supplement the Core Reading Program with Additional Fluency Activities and Games**

### Key Vocabulary:

**Automaticity** refers to the ability to recognize (read) letters and words quickly and accurately.

**Rate** is the speed at which text is read.

**Prosody** refers to the appropriate use of intonation and phrasing – or reading with expression.

**Independent Reading Level** is the level at which a student reads with no more than approximately 1 error in 20 words with good comprehension.

**Instructional Reading Level** is the level at which a student reads with no more than approximately 1 error in 10 words and satisfactory comprehension.

**Frustration Reading Level** is the level at which a student is reading with more than 1 error in 10 words and comprehends very little.

### **Partner Reading:**

When assigning partners for partner reading, never place the highest student with the lowest student. If you have 24 students in your class, rank the students from strongest (1) to weakest (24). Partner student 1 and 13, 2 and 14...12 and 24. While one student is reading, the other student is checking accuracy. Model how to give feedback to the reader in a respectful manner.

### **Round Robin:**

Round Robin reading is **NOT** an acceptable or useful fluency building activity.

### **Book Selection:**

Help students to select books at appropriate independent reading levels and related to their interests. This will allow independent reading time to be more productive and therefore build fluency. Build in opportunities for students to share what they read during independent reading time with you, reading buddies, or volunteers.

### **Readers' Theater:**

A Readers' Theater script is a valuable way to practice prosody. The following are scripts that can be downloaded at no cost.

<http://www.teachingheart.net/readers-theater.htm>

<http://www.timelessteacherstuff.com/>

[http://www.mandygregory.com/readers\\_theater.htm](http://www.mandygregory.com/readers_theater.htm)

<http://www.k-3learningpages.net/web%20readers%20theatre.htm>

### **Choral Reading:**

Choral reading can be a whole-class activity as well as a small group or pair activity. If older grade or adult volunteers are available, choral reading is a valuable activity. Students read in unison.

### **Checking for Comprehension:**

Each day, check with 5 – 6 students to ensure that they are understanding what they are reading rather than just calling out words. Encourage students with prompts such as: Tell me about what you just read? Tell me the most important thing about the main character. What happened first? How did the story end?

# CONCEPT MAP

## 2<sup>nd</sup> Grade

### Key Concepts:

Students build and extend background knowledge and vocabulary by reading narrative and expository texts.

An awareness of the text structure (or organization) helps readers comprehend what they've read.

The effectiveness of teacher read-alouds depends on the type of interactions and instruction that happens before, during, and after reading.

Asking literal or explicit questions helps students to become aware of the content of the text. Asking open-ended questions encourages students to think beyond the text. Both types of questions are important for all learners.

Students with limited vocabularies can rapidly build rich academic vocabulary through exposure to expository text.

## Comprehension

Comprehension – getting meaning from text is the goal of reading. Listening comprehension is an important precursor to comprehension of print text.

### **Comprehension Activities:**

- Map the information from both narrative and expository text into visual organizers such as a Thinking Map.
- Teacher modeled self-monitoring of comprehension through Think-Alouds (What does this word mean? This reminds me of--- . I need to reread this passage. I think this is going to happen next.)
- Question the author before, during and after reading.

### **Supplement the Core Reading Program with Additional Comprehension Activities and Games**

### Key Vocabulary:

**Narratives** tell a story using a familiar story structure that includes a beginning, middle and end. Short stories, folk tales, tall tales, myths, fables, legends, biographies, fantasies, historical fiction, mysteries, science fiction, & plays are usually narratives.

**Expository (or informational)** text tells about one or more topics in different and varied ways. Textbooks, newspapers, magazines, brochures, catalogues, and informational books are examples of expository text. Structure will differ from text to text.

**Story elements** include: setting, characters, a plot, a problem and a resolution.

**Comprehension strategies** are conscious plans that good readers use to make sense of text.

### Before Reading:

- Set a purpose for reading.
- Pre-teach key vocabulary and concepts.
- Link students' background knowledge and experiences with what they are going to read.
- Teach students text features and how to use them to understand what they read.
- Generate questions to guide reading (teacher).
- Help students predict what they are going to read based on the title, key words, and pictures.

### During and After Reading:

- Model monitoring your understanding of what you read (Think Aloud)
- Respond to and add to the questions generated prior to reading the text.
- Help students draw inferences from the text. (Think Along)
- Help students summarize the main idea of paragraphs or short passages. (Think Along)
- Ask students to confirm, deconfirm, or extend predictions generated prior to reading. (Think Along or Think Alone)

### Differentiate Questions

Example: *Mary Had a Little Lamb*

*Remember:* What followed Mary to school?

*Understand:* Can you explain what was against the school's rules?

*Apply:* What would you do if your pet followed you to school?

*Analyze:* What caused the children to laugh and play? Why would the school have a rule against pets coming to school?

*Evaluate:* Do you think Mary got in trouble? Why or why not?

*Create:* How do you suppose the children felt when they saw Mary's lamb at school? What words lead you to believe they felt this way?

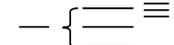
### Thinking Maps

Use appropriate Thinking Maps to increase comprehension and understanding of text organization.

Use a Flow Map to illustrate a narrative story.



Cut apart an expository article into parts such as headings, captions, pictures, title, author, sentences etc. Place them on a Brace Map.



Use a Circle Map to make predictions before reading and to confirm predictions during and after reading.



Instructional Focus	Standard and Related Concept	Performance Objectives
<b>Writing Process</b>	Strand 1: Writing Process Concept 1: Prewriting	PO 1. Generate ideas through prewriting activities (e.g., Thinking Maps, drawing, group discussion, writer's notebook).
		PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.
		PO 3. Determine the intended audience of a writing piece.
		PO 4. Maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas.
	Strand 1: Writing Process Concept 2: Drafting	PO 1. Write a draft with supporting details.
		PO 2. Organize details into a logical sequence.
	Strand 1: Writing Process Concept 3: Revision	PO 1. Reread original draft for clarity.
		PO 2. Add additional relevant details for audience understanding.
		PO 3. Evaluate the draft for use of one or more writing elements, with the assistance of teacher, peer, checklist, or rubric.
	Strand 1: Writing Process Concept 4: Editing	PO 1. Review the draft for errors in conventions.
		PO 2. Use simple resources (e.g., word walls, primary dictionaries) to correct conventions.
	Strand 1: Writing Process Concept 5: Publishing	PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience.
		PO 2. Write legibly.

Instructional Focus	Standard and Related Concept	Performance Objectives
<b>6-Traits</b>	Strand 2: Writing Elements Concept 1: Ideas and Content	PO 1. Write stand-alone text that expresses a clear message.
		PO 2. Incorporate relevant details that give the text interest.
	Strand 2: Writing Elements Concept 2: Organization	PO 1. Organize content in a selected format (e.g., friendly letter, narrative, expository text).
		PO 2. Use beginning and concluding statements (other than simply "The End") in text.
		PO 3. Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or ideas.
		PO 4. Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.
		PO 5. Write multiple sentences that support a topic.
	Strand 2: Writing Elements Concept 3: Voice	PO 1. Show awareness of the audience through word choice and style.
		PO 2. Write text that is expressive, individualistic, engaging, and lively.
	Strand 2: Writing Elements Concept 4: Word Choice	PO 1. Select words that convey the intended meaning and create a picture in the reader's mind.
		PO 2. Use a variety of words, even if not spelled correctly, to convey the intended meaning.
		PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.
	Strand 2: Writing Elements Concept 5: Sentence Fluency	PO 1. Write simple sentences.
		PO 2. Write sentences that flow together and sound natural when read aloud.
		PO 3. Use a variety of sentence beginnings and lengths.

Instructional Focus	Standard and Related Concept	Performance Objectives
<b>6-Traits (continued)</b>	Strand 2: Writing Elements Concept 6: Conventions	PO 1. Use capital letters correctly for: a.) the pronoun I b.) the beginning of a sentence c.) proper nouns (i.e., names, days, months).
		PO 2. Punctuate endings of sentences using: a.) periods b.)question marks c.) exclamation points.
		PO 3. Use commas to punctuate: a.) items in a series b.) greetings and closings of letters c.) dates.
		PO 4. Use a colon to punctuate time.
		PO 5. Use apostrophes to correctly punctuate contractions.
		PO 6. Spell high-frequency words correctly.
		PO 7. Use common spelling patterns / generalizations, including: a.) word families b.) simple CVC words c.) regular plurals d.) simple prefixes e.) simple suffixes.
		PO 8. Use phonetic spelling and syllabication to create readable text.
		PO 9. Use resources (e.g., environmental print, word wall, dictionaries) to spell correctly.
		PO 10. Correctly use nouns, action verbs, personal pronouns, and adjectives in simple sentences.
		PO 11. Use subject verb agreement in simple sentences.
		PO 12. Write own name on personal work.

Instructional Focus	Standard and Related Concept	Performance Objectives
<b>Genres</b>	Strand 3: Writing Applications Concept 1: Expressive	PO 1. Write a narrative that includes: a main idea based on real or imagined events, character(s), and a sequence of events.
		PO 2. Write simple poetry, rhymes, or chants.
	Strand 3: Writing Applications Concept 2: Expository	PO 1. Write expository texts (e.g., labels, lists, observations, journals).
		PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps.
	Strand 3: Writing Applications Concept 3: Functional	PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).
		PO 2. Write communications including friendly letters and thank-you notes.
	Strand 3: Writing Applications Concept 5: Literary Response	PO 1. Write a response to literature selection identifying the: a.) characters, b.) setting c.) sequence of events d.) main idea e.) problem / solution
		PO 2. Write a response to a literature selection that connects a.) text to self (personal connection), b.) text to world (social connection), c.) text to text (compare with multiple texts).
	Strand 3: Writing Applications Concept 6: Research	PO 1. Locate and use informational sources to write a simple report that includes a title, a main idea, and support details.

# CONCEPT MAP

## 2<sup>nd</sup> Grade

### Key Concepts:

Composing in 2nd grade includes personal and imaginative narratives, plus writing to inform, explain why / how.

Writing Process is the process involved in producing a polished piece of writing. The writing process comprises several overlapping stages, each of which focuses on specific tasks. The stages of the Writing Process include: Pre-writing, Drafting, Revision, Editing, Publishing.

Six traits refers to the framework and common language we use to refer to the characteristics of writing. The six traits are: Ideas, Organization, Voice, Word Choice, Sentence Fluency and Conventions.

Spelling is a component of the trait of conventions. However, direct spelling instruction should be linked between reading and writing instruction.

## Writing

Writing is one of two communication skills that provide evidence of thinking. We know what and how a student is thinking by talking to them and reading what they have written.

### **Writing Activities:**

- Model writing through all stages.
- Connect spelling to phonics.
- Notice strong and weak traits in literature.
- In addition to daily, direct writing instruction, provide opportunities to write in authentic situations across content areas.

### **Supplement the Core Reading Program with Additional Writing Activities and Games**

### Key Vocabulary:

**Shared writing** is sometimes referred to as interactive writing. Each child in the class or small group has the opportunity to contribute to the composition of the piece through suggestions as well as actual use of the writing instrument in production of the letters, words, and sentences.

**Independent writing** is when the child composes and writes independently — with the teacher there to help, teach, encourage, and edit as needed.

**Writer's Workshop** is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing.

**A Mini-Lesson** is usually a 5-10 minutes whole class activity that is focused on a specific discrete skill.

### **Focused Journal Writing:**

During this time, teachers model writing and provide opportunities for students to practice what has been modeled by addressing a specific prompt. At second grade the prompt could expect either a chronological sequence or a categorical organization. Narratives may involve imaginative events.

### **Writing Centers:**

Students should have the opportunity to engage in self-selected writing opportunities several times each week at a writing center. Once a focused writing topic has been completed it is embedded in activities at the writing center.

### **Pen Pals / E-pals:**

Provide for authentic opportunities for on-going communication between students and a responsible adult, older student, community volunteer, or 2<sup>nd</sup> graders in another classroom or school.

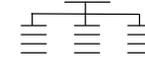
**Literacy Props in Centers:** Provide for authentic writing opportunities in centers. Place writing materials in the center to encourage students to engage in writing behaviors. Examples: a checkout system in the classroom library that requires the student to record specific information, blank paper and pencils for recording info at the science or math center, word processing programs and opportunities at the computer center. Art supplies and binding materials at a publishing center to create personal and class books.

### **Thinking Maps:**

Demonstrate using a Circle Map to brainstorm ideas about a topic or prompt.



Use a Tree Map when organizing information requiring a categorical relationship.



Use a Bubble Map when adding descriptive language.



Use a Flow Map to organize a sequence of events.



Heart Words

Kindergarten

1<sup>st</sup> Grade

a	down	with	need	city	who	young
my	got	every	saw	house	would	always
the	up	day	be	family	kind	does
I	and	put	our	work	door	even
like	in	friend(s)	right	book(s)	made	pretty
go	oh	new	good	read	also	say
we	yes	she	Mr.	about	know	sound
on	make	use	some	by	moved	any
to	they	could	their	writing	only	took
you	walk	people	many	grew	room	again
have	help	he	how	way	should	blue
do	now	says	away	these	those	high
what	play	your	funny	found	write	love
no	too	give(s)	hide	find	over	open(ed)
see	want	when	food	follow	town	another
look	of	night	air	full	world	change
come	so	out	(a)round	were	above	nothing
for	don't	from	live	four	different	thought
me	that	eat	animal(s)	together	old	cold
one	where	or	soon	talk	water	sure
little	buy	grow(s)	fly	each	year(s)	both
are	very	two	turns	other	because	boy
here	was	gone	sometimes	school	most	head
	her	try	take	place	picture	read
	said	time	there	great	why	

**Heart Words**

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

big	alone	after	between	answer	cow	bone	kittens	cook(s)	able
brown	home	early	enough	bark	hen	box	miss	duck	bike
eat	right	hot	fill	page	mean	draw	shop	lion	board
no	river	pretty	idea	paper	start(ed)	pictures	steps	men	follow
people	think	someone	number	tall	wife	whose	surprise	oil	seat
get	ball	before	bag	coming	fire	dinner	church	beautiful	hole
line	children	blue	call	dark	rock	important	dad	boat	lived
more	each	ever	country	front	tell	nothing	pat	city	night
stop	girl	jump	rain	lake	train	seem	sister(s)	high	story
together	name	room	sleep	past	wait	stay	window(s)	morning	young
about	black	bit	air	drink	feed	isn't	birthday	America	above
boy	grow	cake	different	hat	letter	maybe	buy	leg	carry
fall	last	open	food	hid	lost	near	dance	mountain	group
few	man	smell	light	hill	sea	park	hold	state	hungry
same	mouse	thank	water	road	won't	sign	ride	tires	mile

**3<sup>rd</sup> Grade**

bring	eight	long	pick	ten
carry	far	much	seven	today
clean	if	myself	shall	warm
cut	keep	never	six	
done	laugh	own	small	

Heart Words – Optional

Kindergarten

and	all	there
away	am	they
big	at	this
blue	ate	too
can	be	under
down	but	want
find	came	was
funny	did	well
help	four	went
her(s)	good	white
in	has	who
is	he	will
it	into	with
jump	must	yes
love	new	
make	now	
not	our	
play	out	
red	ran	
run	saw	
said	say	
three	she	
two	so	
up	soon	
yellow	that	

1<sup>st</sup> Grade

black	then
brown	think
eat	
get	
please	
pretty	
ride	
after	
an	
as	
ask	
every	
going	
had	
has	
her(s)	
him	
just	
let	
may	
once	
open	
stop	
thank	
them	

2<sup>nd</sup> Grade

been  
best  
fast  
first  
five  
gave  
goes  
green  
its  
off  
pull  
sing  
sit  
upon  
us  
wash  
wish

3<sup>rd</sup> Grade

*content area words*

**Second Grade Sequence of Skills  
Aligned to Harcourt Trophies**

**Appendix C**

<b>Week</b>	<b>Harcourt Selection</b>	<b>Decoding/Phonics Focus</b>	<b>High Frequency Words, Irregular Sight Words, Word Study</b>	<b>Comprehension Skill Focus</b>	<b>Comprehension Strategy Focus</b>	<b>Decodable Book(s) and Books for All Learners</b>
<b>1</b>	<b>The Mixed-Up Chameleon</b>	Phonograms: -id, -ide Syllables	big, brown, eat, no, people	Main Idea	Use Decoding/Phonics	Sid the Salamander, Ben and Sid A Pig with Pride Molly Rafferty Rides
<b>2</b>	<b>Get Up and Go!</b>	Phonograms: -ame, -ake Phonograms: -id, -ide	get, line, more, stop, together	Author's Purpose	Reread Aloud	Trouble with Fame Chester's My Name Camp Thunder Lake Make Marvin Move!
<b>3</b>	<b>Henry and Mudge Under the Yellow Moon</b>	Inflections: -ed Phonograms: -ame, -ake	about, boy, fall, few, same	Narrative Elements (Setting)	Self-Correct	Chipmunks Do What Chipmunks Do How the Leaves Got Their Colors Annie's Pictures Fall Colors
<b>4</b>	<b>Days with Frog and Toad</b>	Inflections: -ed (y to i)	alone, home, right, river, think	Compare and Contrast	Create Mental Images	Alone Time, Together Time The Dog and His Shadow Frog or Toad? Han and Juan Are Friends
<b>5</b>	<b>Wilson Sat Alone</b>	Phonograms: -at, -ate Compound Words Inflections: -ed (y to i)	ball, children, each, girl, name	Narrative Elements (Characters)	Make and Confirm Predictions	Listen to That Natalie's Case Ice Hockey Fate Kate's Dream
<b>6</b>	<b>The Enormous Turnip</b>	Phonograms: -ack, -ock Syllable Pattern VCCV with Same Letter Phonograms: -at, -ate	black, grow, last, man, mouse	Sequence	Sequence Events, Summarize	Frog with Tacky Toes Zack, Mack, and Gilbert Mary's Flock Fancy Socks
<b>7</b>	<b>Helping Out</b>	r-controlled vowels: /ûr/ ear Syllable Pattern VCCV Phonograms: -ack, -ock	after, early, hot, pretty, someone	Main Idea	Use Decoding/Phonics	Search for Pearls Early Birds

**Second Grade Sequence of Skills  
Aligned to Harcourt Trophies**

**Appendix C**

<b>Week</b>	<b>Harcourt Selection</b>	<b>Decoding/Phonics Focus</b>	<b>High Frequency Words, Irregular Sight Words, Word Study</b>	<b>Comprehension Skill Focus</b>	<b>Comprehension Strategy Focus</b>	<b>Decodable Book(s) and Books for All Learners</b>
8	<b>Mr. Putter and Tabby Fly the Plane</b>	r-controlled vowels: /ûr/ ear	before, blue, ever, jump, room <i>Common Abbreviations</i>	Predict Outcomes	Look at Word Bits and Parts	Fly, Ladybug, Fly What Children Play How to Make a Paper Airplane No Problem
9	<b>Hedgehog Bakes a Cake</b>	r-controlled vowels: /ôr/ our Syllable Pattern VCCV with Endings	bit, cake, open, smell, thank <i>Common Abbreviations</i>	Synonyms	Make Inferences	Fifty-four Chestnut Court Four Course Dinner
10	<b>Lemonade for Sale</b>	Phonograms: -ar, -arm, -ark r-controlled vowels: /ôr/ our	between, enough, fill, idea, number	Compare and Contrast	Read Ahead	Marcy's Lemon Tree Carly's Party On the Farm Armand, the Army Ant Clark on the Farm <i>The Garlic Garden</i>
11	<b>Johnny Appleseed</b>	r-controlled vowels: /ir/ ear, eer Phonograms: -ar, -arm, - ark	bag, call, country, rain, sleep	Details	Create Mental Images	Pearce Park Panthers From Dreary to Cheery Three Cheers for Miss Greer <i>An Eerie Feeling</i>
12	<b>From Seed to Plant</b>	Consonant Blends: spr, str, thr Syllable Patterns: VCV r-controlled vowels: /ir/ ear, eer	air, different, food, light, water	Read diagrams	Reread Aloud	Beth's Spring Gift Sammy the Sprinter Sally Hits Her Stride Andy Strums the Strings Three Little Hummers Thrifty Teddy
13	<b>The Secret Life of Trees</b>	Vowel Digraphs: /ôô/ oo Syllable Pattern: C-le Consonant Blends: spr, str, thr	answer, bark, page, paper, tall	Fact and Fiction	Look at Word Bits and Parts	Room at the Zoo Boone's Big Day

**Second Grade Sequence of Skills  
Aligned to Harcourt Trophies**

<b>Week</b>	<b>Harcourt Selection</b>	<b>Decoding/Phonics Focus</b>	<b>High Frequency Words, Irregular Sight Words, Word Study</b>	<b>Comprehension Skill Focus</b>	<b>Comprehension Strategy Focus</b>	<b>Decodable Book(s) and Books for All Learners</b>
14	<b>Watermelon Day</b>	Consonant Digraphs: /n/ gn, kn; /r/ wr Syllable Pattern: C-le r-controlled vowels: /ûr/ ear	coming, dark, front, lake, past	Make Inferences	Sequence Events, Summarize	A Gnome Meets a Gnu The Gnome's Album A Knack for Riddles Knights and Ladies Wendy's Wreath Wilbur's Wretched Day
15	<b>Pumpkin Fiesta</b>	Inflections: -s, -es, -ies (y to i) r-controlled vowels: /ôr/ our	drink, hat, hid, hill, road	Predict Outcomes	Self-Correct	Apple-Picking Time The King of the Pumpkin Fair The Pumpkin's Trip Around the World How Does Your Garden Grow?
16	<b>The Day Jimmy's Boa Ate the Wash</b>	Vowel Diphthongs: /ou/ ou, ow Vowel Diagraphs: /ôô/ oo	cow, hen, mean started, wife <i>Suffixes: -ful, -less</i>	Cause and effect	Make and Confirm Predictions	The Country Park Wilbur the Hound Howard the Twin What the Clown Sees
17	<b>How I Spent My Summer Vacation</b>	Diphthongs: /oi/ oi, oy r-controlled vowels: /ir/ ear, eer	fire, rock, tell, train, wait	Cause and effect	Make Inferences	Chuck's Choice Moira's Choice Floyd and His Oysters The Joyful Voyage
18	<b>Dear Mr. Blueberry</b>	Vowel Digraphs: /ôô/ oo, ue Digraphs: /n/ gn, kn; /r/wr	feed, letter, lost sea, won't <i>Suffixes: -ful, -less</i> <i>Compound Words</i>	Make Inferences	Read Ahead	Coopers Cool Idea The Tool Room A True Test True Blue Friend
19	<b>Cool Ali</b>	Inflections: -es (f to v)	bone, box, draw pictures, whose <i>Compound Words</i> <i>Suffixes: -ful, -less</i> <i>Common Abbreviations</i>	Antonyms	Create Mental Images	Rainy Day Pictures Very Cool Rain Secrets from a Cave Water and the Weather
20	<b>The Emperor's Egg</b>	Inflections: -s, -es, -ies	dinner, important, nothing, seem, stay <i>Suffixes: -ing, -ly</i>	Fact and Fiction	Look at Word Bits and Parts	Staying Warm Eggs Antarctica's Challenge Animal Babies That Hatch

**Second Grade Sequence of Skills  
Aligned to Harcourt Trophies**

<b>Week</b>	<b>Harcourt Selection</b>	<b>Decoding/Phonics Focus</b>	<b>High Frequency Words, Irregular Sight Words, Word Study</b>	<b>Comprehension Skill Focus</b>	<b>Comprehension Strategy Focus</b>	<b>Decodable Book(s) and Books for All Learners</b>
21	<b>The Pine Park Mystery</b>	Vowel Diphthongs: /ou/ ou, ow	isn't, maybe, near, park, sign <i>Prefixes: re-, pre-, mis-, under-</i>	Narrative Elements (Plot)	Use Context to Confirm Meaning	Minnie, the Talking Bird Sam's Chase The Return of the Peregrine Falcon Getting Around in the City
22	<b>Good-bye, Curtis</b>	Inflections: -es (f to v)	kittens, miss, shop, steps, surprise <i>Contractions: 'll, n't, 's</i>	Compare and Contrast	Sequence Events, Summarize	In Eight More Years Dear Friend Family Food Store Happy Birthday, Grandma
23	<b>Max Found Two Sticks</b>	Vowel Digraphs: /oo/ ew, ui VCV, VC/V syllables Vowel Diphthongs: /oi/ oi, oy	church, dad, pat, sisters, windows <i>Prefixes: mis-, under-</i>	Multiple-Meaning Words	Self-Correct	Forest Review Drew's Practice The Fruit Farm Uncle Eddy's Suitcase
24	<b>Anthony Reynoso: Born to Rope</b>	Consonant Digraphs: /f/ gh, ph Vowel Digraphs: /oo/ oo, ue	birthday, buy, dance, hold, ride	Summarize / Restate	Use Decoding/Phonics	Rough and Tough Enough Patty's Tough New Jeans Photos of Philly Phipp Family Photo
25	<b>Chinatown</b>	VCV—Long, Short Vowel Patterns	cooks, duck, lion, men, oil <i>Suffixes: -er, -est, -ful, -less</i>	Details	Create Mental Images	Happy Chinese New Year! Everything on Olivera Street Medieval Villages A Day in the City
26	<b>Abuela</b>	r-controlled vowels: /âr/ air, are	beautiful, boat, city high, morning	Make Inferences	Look at Word Bits and Parts	Blair and Claire Visit Grandma's Chair Clare and Granny A Picnic to Share

**Second Grade Sequence of Skills  
Aligned to Harcourt Trophies**

<b>Week</b>	<b>Harcourt Selection</b>	<b>Decoding/Phonics Focus</b>	<b>High Frequency Words, Irregular Sight Words, Word Study</b>	<b>Comprehension Skill Focus</b>	<b>Comprehension Strategy Focus</b>	<b>Decodable Book(s) and Books for All Learners</b>
27	<b>Beginner's World Atlas</b>	Vowel Variants: /ö/ oo, ou	America, leg, mountain, state, tires <i>Affixes: -er, -est, re-, pre-</i>	Locate information	Use Decoding/Phonics	How Much Wood? In the Woods Could I Have Bubbles? Would You Like to Play?
28	<b>Dinosaurs Travel</b>	Vowel Digraphs: /oo/ oo, ou (gh) r-controlled vowels: /âr/ air, are	able, bike, board, follow, seat <i>Prefixes: mis-, under-</i>	Author's Purpose	Use Context to Confirm Meaning	Lou's Routine Louise & Tommy Toucan Through the Window Swogs Throughout
29	<b>Montigue on the High Seas</b>	Vowel Variants: /ô/ aw, au(gh) VV and VCV	hole, lived, night, story, young <i>Contractions: 'll, n't, 's Homophones</i>	Homophones	Create Mental Images	Night Crawler Fishing What Shelby Saw! Mrs. McNaught's Field Trip The Naughty Bunny
30	<b>Ruth Law Thrills a Nation</b>	Vowel Digraphs: /ö/ ew, ui	above, carry, group hungry, mile <i>Prefixes: over-, un-</i>	Predict Outcomes	Read Ahead	The Journey of the Monarch A Fall From the Sky Mae Jamison and Her Dream Abraham Lincoln