

First Nine Weeks		Benchmark Passages: A Day at the Pool, The New Pyramid			
Grade: 2		Subject: English		Year: 2017-2018	
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
Ongoing	<p>The student will orally identify, produce, and manipulate various units of speech sounds within words.</p> <ul style="list-style-type: none"> Count phonemes (sounds) within one- syllable words. (2.4a) (Benchmark) Blend sounds to make one-syllable words. (2.4b) 	<ul style="list-style-type: none"> count phonemes in one-syllable words (e.g., man has three phonemes /m/-/a/-/n/, chop has three phonemes /ch/-/o/-/p/, and drop has four phonemes /d/-/r/-/o/-/p/). isolate and manipulate phonemes. blend sounds to make one-syllable words (e.g., /p/-/a/-/n/ → pan , /d/-/r/-/i/-/p/ → drip). 			Identify-L2 Produce-L3 Manipulate-L3 Count-L1 Blend-L3 Isolate-L4
5 days	<p>Phonics (Reading)</p> <ul style="list-style-type: none"> Decode regular multisyllabic words. (2.5c) (Benchmark) <p>Phonics (Reading)</p> <p>The student will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. (2.5a) (Benchmark) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. (2.5b) (Benchmark) 	<p>read regularly spelled one- and two- syllable words automatically.</p> <ul style="list-style-type: none"> decode regular multisyllabic words. (2.5c) use phonetic strategies and context to self-correct for comprehension. (2.5c) decode words with common prefixes and suffixes. (2.5c) apply knowledge of consonant digraphs (sh, wh, ch, th) to decode and spell words. distinguish long and short vowels when reading one-syllable regularly spelled words. (2.5a) apply knowledge of the consonant-vowel patterns, such as CV (e.g., go), VC (e.g., in) , CVC (e.g., pin), CVCE (e.g., take), CVVC (e.g., wait), and CVCC (e.g., wind), to decode and spell words. (2.5a) apply knowledge of consonant digraphs (sh, wh, ch, th) to decode and spell words. (2.5a) 			Use-L3 Decode-L4 Spell-L1 Apply-L3 Distinguish-L2
On going	<p>Reading</p> <p>The student will use semantic clues and syntax to expand vocabulary when reading.</p> <ul style="list-style-type: none"> Use knowledge of sentence structure. (2.6b) (Benchmark) 	<ul style="list-style-type: none"> use surrounding words in a sentence to determine the meaning of a word. determine which of the multiple meanings of a word in context makes sense by using semantic clues. 			Use-L3 Expand-L3 Reread-L1 Self-correct-L5 Determine-L3 Check-L5

	<ul style="list-style-type: none"> Use knowledge of story structure and sequence. (2.6c) (Benchmark) Reread and self-correct (2.6d) 	<ul style="list-style-type: none"> use knowledge of word order, including subject, verb, and adjectives, to check for meaning. use story structure, titles, pictures, and diagrams to check for meaning. use phonetic strategies, semantic clues, and syntax to reread and self-correct. reread to clarify meaning. 			Clarify-L2
15 days	<ul style="list-style-type: none"> Use knowledge of antonyms and synonyms. (2.7c) (Benchmark) Use knowledge of homophones. (2.7a) (Benchmark.) 	<ul style="list-style-type: none"> supply synonyms and antonyms for a given word. use knowledge of antonyms when reading (e.g., <i>hot/cold, fast/slow, first/last</i>). use knowledge of synonyms when reading (e.g., <i>small/little, happy/glad</i>). Use knowledge of homophones when reading. 			Use-L3 Supply-L1
5 days	<p>Locate information to answer questions. (2.8d) (Benchmark)</p> <ul style="list-style-type: none"> Identify the problem and solution. (2.8f) (Benchmark) Ask and answer questions about what is read. (2.8c) Draw conclusions based on the text. (2.8i) (Benchmark) Describe characters, setting, and important events in fiction and poetry. (2.8e) (Benchmark) 	<p>identify the problems and solutions in stories.</p> <ul style="list-style-type: none"> use information from illustrations and words to demonstrate comprehension of characters, settings, and plots. compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories). determine the main idea or theme of paragraphs or stories. begin to use knowledge of transition words (e.g., <i>first, next, and soon</i>), to understand how information is organized in sequence. organize information, using graphic organizers (e.g., story map, sequence of events). use the framework of beginning, middle, and end to summarize and retell story events. describe the structure of a story (e.g., beginning introduces the story, ending concludes the action). write responses to what they read (e.g., response logs, write the story with a new 			Identify-L2 Summarize-L2 Draw conclusions-L6 Read-L1 Reread-L1 Use-L3 Demonstrate-L3 Compare-L4 Contrast-L4 Determine-L3 Understand-L2 Organize-L4 Describe-L2 Write-L6

		<p>introending).</p> <ul style="list-style-type: none"> • describe a character's traits, feelings, and actions as presented in a story or poem. • describe how characters in a story or poem respond to key events. • describe the setting and important events of a story. 			
Intro, 17 days ongoing adding on later	<ul style="list-style-type: none"> • The student will edit writing for correct grammar, capitalization, punctuation, and spelling. • Recognize and use complete sentences. (2.13a) (Benchmark) • Use and punctuate declarative, interrogative, and exclamatory sentences. (2.13b) (Benchmark) • Capitalize all proper nouns and the word <i>I</i>. (2.13c) 	<ul style="list-style-type: none"> • recognize and use complete sentences. • punctuate declarative, interrogative, and exclamatory sentences (e.g., period, question mark, exclamation point). • capitalize all proper nouns and words at the beginning of sentences. • capitalize the word <i>I</i>. 			<p>Recognize-L1 Use-L3 Punctuate-L3 Capitalize-L3</p>

Second Nine Weeks

Benchmark Passages: The Lost Cookies, Would You Like to Feed the Birds?

Grade: 2		Subject: English		Year: 2017-2018	
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
On going	<p>Phonics (Reading) The student will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. (2.5a) (Benchmark) 	<ul style="list-style-type: none"> apply knowledge of consonant digraphs (<i>sh, wh, ch, th</i>) to decode and spell words. distinguish long and short vowels when reading one-syllable regularly spelled words. (2.5a) apply knowledge of the consonant-vowel patterns, such as CV (e.g., <i>go</i>), VC (e.g., <i>in</i>), CVC (e.g., <i>pin</i>), CVCE (e.g., <i>take</i>), CVVC (e.g., <i>wait</i>), and CVCC (e.g., <i>wind</i>), to decode and spell words. (2.5a) apply knowledge of consonant digraphs (<i>sh, wh, ch, th</i>) to decode and spell words. (2.5a) 			Use-L3 Decode-L4 Spell-L1 Apply-L3 Distinguish-L2
On going	<p>Reading The student will use semantic clues and use syntax to expand vocabulary when reading.</p> <ul style="list-style-type: none"> Use knowledge of sentence structure. (2.6b) (Benchmark) Use knowledge of story structure and sequence. (2.6c) (Benchmark) Reread and self-correct (2.6d) 	<ul style="list-style-type: none"> use surrounding words in a sentence to determine the meaning of a word. determine which of the multiple meanings of a word in context makes sense by using semantic clues. use knowledge of word order, including subject, verb, and adjectives, to check for meaning. use story structure, titles, pictures, and diagrams to check for meaning. use phonetic strategies, semantic clues, and syntax to reread and self-correct. reread to clarify meaning. 			Use-L3 Expand-L3 Reread-L1 Self-correct-L5 Determine-L3 Check-L5 Clarify-L2
5 days	<ul style="list-style-type: none"> Use knowledge of antonyms and synonyms. (2.7c) (Benchmark) 	<ul style="list-style-type: none"> supply synonyms and antonyms for a given word. use knowledge of antonyms when reading (e.g., <i>hot/cold, fast/slow, first/last</i>). use knowledge of synonyms when reading (e.g., <i>small/little, happy/glad</i>). 			Use-L3 Supply-L1

<p>30 Days</p>	<ul style="list-style-type: none"> • Ask and answer questions about what is read. (2.8c) (Benchmark) • Locate information to answer questions. (2.8d) (Benchmark) <ul style="list-style-type: none"> • Identify the problem and solution. (2.8f) (Benchmark) • Identify the main idea. (2.8g) (Benchmark) • Summarize stories and events with beginning, middle, and end in the correct sequence. (2.8h) (Benchmark) • Draw conclusions based on the text. (2.8i) (Benchmark) • Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. (2.8j) • Relate previous experiences to the main idea. (2.8b) (Benchmark) • The student will read and demonstrate comprehension of fictional texts. • Make and confirm predictions. (2.8a) (Benchmark) 	<ul style="list-style-type: none"> • use prior knowledge to predict information, and to interpret pictures and diagrams. • use titles and headings to generate ideas about the text. • use information from the text to make predictions before, during and after reading. • use information from a selection to confirm predictions (e.g., recall and/or return to the text to locate information to confirm predictions). • find evidence to support predictions (e.g., return to text to locate information, support predictions, and answer questions). • apply knowledge of story structure to predict what will happen next (e.g., beginning/middle/end, problem/solution). • ask and answer simple who, what, when, where, why, and how questions to demonstrate understanding of main details and events in text. <ul style="list-style-type: none"> • identify the problems and solutions in stories. • use information from illustrations and words to demonstrate comprehension of characters, settings, and plots. • compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories). • determine the main idea or theme of paragraphs or stories. • begin to use knowledge of transition words (e.g., <i>first</i>, <i>next</i>, and <i>soon</i>), to understand how information is organized in sequence. • organize information, using graphic organizers (e.g., story map, sequence of events). • use the framework of beginning, middle, and end to summarize and retell story events. 			<ul style="list-style-type: none"> Identify-L2 Summarize-L2 Draw conclusions-L6 Read-L1 Reread-L1 Use-L3 Demonstrate-L3 Compare-L4 Contrast-L4 Determine-L3 Understand-L2 Organize-L4 Describe-L2 Write-L6 Read-L1 Confirm-L5 Set-L2 Relate-L2 Describe-L2 Use-L3 Predict-L6 Interpret-L4 Generate-L6 Make predictions-L6 Confirm-L5 Locate-L1 Find-L5 Support-L5 Apply-L3 Ask-L2 Answer-L1
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		<ul style="list-style-type: none"> describe the structure of a story (e.g., beginning introduces the story, ending concludes the action). write responses to what they read (e.g., response logs, write the story with a new ending) <ul style="list-style-type: none"> Set a purpose for reading. 			
<p>5 Days</p>	<ul style="list-style-type: none"> Preview the selection using text features. (2.9a) (Benchmark) Make and confirm predictions about the main idea. (2.9b) (Benchmark) Use prior and background knowledge as context for new learning. (2.9c) Set purpose for reading. (2.9d) Ask and answer questions about what is read. (2.9e) Locate information to answer questions. (2.9f) Identify the main idea. (2.9g) 	<ul style="list-style-type: none"> set a purpose for reading. use prior knowledge to predict information. interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text. explain how illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify text. use titles and headings to generate ideas about the text. skim text for section headings, bold type, and picture captions to help set a purpose for reading. use print clues, such as bold type, italics, and underlining, to assist in reading. <ul style="list-style-type: none"> use information from the text to make and revise predictions. use text features to make predictions, locate information, and answer questions (e.g., illustrations and captions, heading and subheadings, bold and italic print, tables of contents, glossaries, graphs, charts, tables). use information from a selection to confirm predictions (e.g., return to the text to locate information, support predictions and answer questions). use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions (e.g., <i>first, second, next</i>). begin to skim text for information 			<p>Use-L3 Set-L2 Ask-L2 Answer-L1 Locate-L1 Identify-L2 Interpret-L4 Make predictions-L6 Explain-L2 Contribute-L2 Clarify-L2 Generate-L6 Skim-L1 Revise-L6 Confirm-L5 Support-L5 Use-L3 Make sense-L2 Talk-L1 Recognizing-L1 Determine-L3 Identify-L2 Follow-L3 Ask-L2 Answer-L1 Read-L1 Demonstrate-L3 Locate-L1 Understand-L2 Organized-L4</p>

		<ul style="list-style-type: none"> • answer specific questions. • use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between: <ul style="list-style-type: none"> • personal experiences and the text; • the current text and other texts read; • what is known about the topic and what is discovered in the new text. • determine the main idea. • identify the sequence of steps in functional text such as recipes or other sets of directions. • follow the steps in a set of written directions (e.g., recipes, crafts, board games, mathematics problems, science experiments). • ask and answer questions about what is read to demonstrate understanding (e.g., who, what, when, where, why, and how). • locate information in texts to answer questions (e.g., use text features to locate and answer questions - headings, subheadings, bold print, charts, tables of contents). • begin to use knowledge of transition words (signal words) (e.g., first, next, and soon), to understand how information is organized 			
20 Days	<ul style="list-style-type: none"> • Use contractions and singular possessives. (2.13f) (Benchmark) • Use knowledge of simple abbreviations. (2.13g) (Benchmark) • Use correct spelling for commonly used sight words, including compound words and regular plurals. (2.13h) (Benchmark) • Use verbs and adjectives correctly in sentences. (2.13j) (Benchmark) 	<ul style="list-style-type: none"> • use apostrophes to form contractions and common singular possessives. • identify simple abbreviations, including those for titles (e.g., <i>Mr.</i>, <i>Mrs.</i>, <i>Ms.</i>, and <i>Dr.</i>), calendar words (e.g., <i>Jan.</i>, <i>Feb.</i>, <i>Mon.</i>, <i>Tue.</i>), and address words (e.g., <i>St.</i>, <i>Rd.</i>). • spell commonly used sight words, compound words, and regular plurals correctly. • use verbs and adjectives correctly in sentences (e.g., The friendly <i>girls talk</i> loudly. The friendly <i>girl talks</i> loudly.) 			Use-L3 Identify-L2 Spell-L1

Third Nine Weeks		Benchmark Passages: Sally is a Sea Turtle, Do You See a Katydid?, Letter-Swing Set			
Grade: 2		Subject: English		Year: 2017-2018	
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
5 days	Phonics (Reading) <ul style="list-style-type: none"> Decode regular multisyllabic words. (2.5c) (Benchmark) 	<ul style="list-style-type: none"> read regularly spelled one- and two- syllable words automatically. decode regular multisyllabic words. (2.5c) use phonetic strategies and context to self-correct for comprehension. (2.5c) decode words with common prefixes and suffixes. (2.5c) apply knowledge of consonant digraphs (<i>sh, wh, ch, th</i>) to decode and spell words 			Use-L3 Decode-L4 Spell-L1 Apply-L3
On Going 5 Days	<ul style="list-style-type: none"> Use knowledge of story structure and sequence. (2.6c) (Benchmark) Use information in the story to read words. (Context clues)(2.6a) (Benchmark) 	<ul style="list-style-type: none"> use story structure, titles, pictures, and diagrams to check for meaning. 			Use-L3
5 Days 5 Days 10 Days	<ul style="list-style-type: none"> Use knowledge of antonyms and synonyms. (2.7c) (Benchmark) Use knowledge of homophones. (2.7a) (Benchmark) Use knowledge of prefixes and suffixes. (2.7b) (Benchmark) 	<ul style="list-style-type: none"> supply synonyms and antonyms for a given word. use knowledge of antonyms when reading (e.g., <i>hot/cold, fast/slow, first/last</i>). use knowledge of synonyms when reading (e.g., <i>small/little, happy/glad</i>). Use knowledge of homophones when reading. identify and recognize meanings of common prefixes and suffixes (e.g., <i>un- re-, mis-, dis-, -y, -ly, -er, -ed, -ing, -est,</i> 			Use-L3 Supply-L1 Determine-L3

		<p><i>-ful, -less, -able).</i></p> <ul style="list-style-type: none"> • use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>sign, signal</i>). • use common prefixes and suffixes to decode words. • determine the meaning of words when a known prefix is added to a known word (e.g., tie/untie, fold/unfold, write/rewrite, call/recall). 			
<p>On Going</p> <p>5 Days</p> <p>5 Days</p>	<ul style="list-style-type: none"> • Ask and answer questions about what is read. (2.8c) • Locate information to answer questions. (2.8d) • Identify the problem and solution. (2.8f) • Identify the main idea. (2.8g) (Benchmark) • Summarize stories and events with beginning, middle, and end in the correct sequence. (2.8h) (Benchmark) • Draw conclusions based on the text. (2.8i) • Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. • Relate previous experiences to the main idea. (2.8b) • The student will read and demonstrate comprehension of fictional texts. • Make and confirm predictions. (2.8a) 	<ul style="list-style-type: none"> • compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories). • determine the main idea or theme of paragraphs or stories. • begin to use knowledge of transition words (e.g., <i>first, next, and soon</i>), to understand how information is organized in sequence. • organize information, using graphic organizers (e.g., story map, sequence of events). • use the framework of beginning, middle, and end to summarize and retell story events. • describe the structure of a story (e.g., beginning introduces the story, ending concludes the action). • write responses to what they read (e.g., response logs, write the story with a new ending) <ul style="list-style-type: none"> • Set a purpose for reading. describe a character's traits, feelings, and actions as presented in a story or poem. • describe how characters in a story or poem respond to key events. • describe the setting and important events 			<p>Identify-L2 Summarize-L2 Draw conclusions-L6 Read-L1 Reread-L1 Use-L3 Demonstrate-L3 Compare-L4 Contrast-L4 Determine-L3 Understand-L2 Organize-L4 Describe-L2 Write-L6 Read-L1 Confirm-L5 Set-L2 Relate-L2 Describe-L2 Use-L3 Predict-L6 Interpret-L4 Generate-L6 Make predictions-L6 Confirm-L5</p>

predictions while reading functional text such as recipes and other sets of directions (e.g., *first, second, next*).

- begin to skim text for information
- answer specific questions.
- use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between:
 - personal experiences and the text;
 - the current text and other texts read;
 - what is known about the topic and what is discovered in the new text.
- determine the main idea.
- identify the sequence of steps in functional text such as recipes or other sets of directions.
- follow the steps in a set of written directions (e.g., recipes, crafts, board games, mathematics problems, science experiments).
- ask and answer questions about what is read to demonstrate understanding (e.g., who, what, when, where, why, and how).
- locate information in texts to answer questions (e.g., use text features to locate and answer questions - headings, subheadings, bold print, charts, tables of contents).
- begin to use knowledge of transition words (signal words) (e.g., first, next, and soon), to understand how information is organized

<p>20 Days</p>	<ul style="list-style-type: none"> Organize writing to include a beginning, middle, and end for narrative and expository writing. (2.12b) (Benchmark) The student will write stories, letters, and simple explanations. Generate ideas before writing. NT (2.12a) Revise writing for clarity. (2.12d) 	<ul style="list-style-type: none"> generate ideas and organize information before writing by: <ul style="list-style-type: none"> participating in brainstorming activities; <ul style="list-style-type: none"> making lists of information; talking to classmates or teacher about what to write; and using graphic organizers to plan their writing. include a beginning, middle, and end in narrative and expository writing. <ul style="list-style-type: none"> generate ideas and organize information before writing by: <ul style="list-style-type: none"> participating in brainstorming activities; making lists of information; talking to classmates or teacher about what to write; and <ul style="list-style-type: none"> using graphic organizers to plan their writing. generate ideas and organize information before writing by: <ul style="list-style-type: none"> participating in brainstorming activities; making lists of information; strengthen writing as needed by revising writing for clarity (e.g., sentences begin with capital letters and end with punctuation, writing stays on topic, writing includes details). 	<p>Journals Trade Books Basal Reader Graphic Organizers Anchor Charts Pocket Charts Technology/Educational Websites Reading Responses</p>		<p>Organize-L4 Generate-L6 Participating-L3 Making lists-L1 Talking-L1 Using-L3 Include-L2 Write-L6 Brainstorming-L1 Revise-L6 Include-L2 Consult-L3 Check-L5 Delete-L3 Add-L3 Clarify-L2 Avoid-L3 Learn-L1 Use-L3</p>
<p>10 Days</p>	<ul style="list-style-type: none"> Use verbs and adjectives correctly in sentences. (2.13j) (Benchmark) Use commas in the salutation and 	<ul style="list-style-type: none"> use verbs and adjectives correctly in sentences (e.g., <i>The friendly girls talk loudly. The friendly girl talks loudly.</i>) use commas in the salutation (e.g., <i>Dear</i> 			<p>Use-L3</p>

	closing of a letter.(2.13i) (Benchmark)	<i>Tyrell,</i>) and closing (e.g., (<i>Sincerely,</i>) of a letter.			
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Fourth Nine Weeks					
Benchmark Passages: I Taught My Cat to Clean My Room, A Pleasant Home, Rain, Rain, Go Away, Mrs. Drew Has the Flu					
Grade: 2		Subject: English		Year: 2017-2018	
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
5 Days	Phonics (Reading) <ul style="list-style-type: none"> Decode regular multisyllabic words. (2.5c) (Benchmark) 	<ul style="list-style-type: none"> read regularly spelled one- and two- syllable words automatically. decode regular multisyllabic words. (2.5c) use phonetic strategies and context to self-correct for comprehension. (2.5c) decode words with common prefixes and suffixes. (2.5c) apply knowledge of consonant digraphs (sh, wh, ch, th) to decode and spell words 			Use-L3 Decode-L4 Spell-L1 Apply-L3
5 Days	Reading The student will use semantic clues and syntax to expand vocabulary when reading. <ul style="list-style-type: none"> Use knowledge of sentence structure. (2.6b) (Benchmark) Use knowledge of story structure and sequence. (2.6c) Reread and self-correct (2.6d) Use information in the story to read words. (Context clues) (2.6a) 	<ul style="list-style-type: none"> use surrounding words in a sentence to determine the meaning of a word. determine which of the multiple meanings of a word in context makes sense by using semantic clues. use knowledge of word order, including subject, verb, and adjectives, to check for meaning. use story structure, titles, pictures, and diagrams to check for meaning. use phonetic strategies, semantic clues, and syntax to reread and self-correct. reread to clarify meaning. <ul style="list-style-type: none"> use meaning clues to support decoding. use surrounding words in a sentence to determine the meaning of a word. 			Use-L3 Expand-L3 Reread-L1 Self-correct-L5 Determine-L3 Check-L5 Clarify-L2 Read-L1 Support-L5 Determine-L3

		<ul style="list-style-type: none"> • determine which of the multiple meanings of a word in context makes sense by using semantic clues. 			
5 Days	<ul style="list-style-type: none"> • Use knowledge of homophones. (2.7a) (Benchmark) • Use knowledge of prefixes and suffixes. (2.7b) (Benchmark) 	<ul style="list-style-type: none"> • Use knowledge of homophones when reading. • identify and recognize meanings of common prefixes and suffixes (e.g., un- <i>re-</i>, <i>mis-</i>, <i>dis-</i>, <i>-y</i>, <i>-ly</i>, <i>-er</i>, <i>-ed</i>, <i>-ing</i>, <i>-est</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>). • use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>sign</i>, <i>signal</i>). • use common prefixes and suffixes to decode words. • determine the meaning of words when a known prefix is added to a known word (e.g., <i>tie/untie</i>, <i>fold/unfold</i>, • write/rewrite, call/recall). 			Use-L3 Supply-L1 Determine-L3
10 Days	<ul style="list-style-type: none"> • Ask and answer questions about what is read. (2.8c) (Benchmark) • Locate information to answer questions. (2.8d) • Identify the problem and solution. (2.8f) (Benchmark) • Identify the main idea. (2.8g) (Benchmark) • Summarize stories and events with beginning, middle, and end in the correct sequence. (2.8h) • Draw conclusions based on the text. (2.8i) 	<ul style="list-style-type: none"> • compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories). • determine the main idea or theme of paragraphs or stories. • begin to use knowledge of transition words (e.g., <i>first</i>, <i>next</i>, and <i>soon</i>), to understand how information is organized in sequence. • organize information, using graphic organizers (e.g., story map, sequence of events). • use the framework of beginning, middle, and end to summarize and retell story events. • describe the structure of a story (e.g., 			Identify-L2 Summarize-L2 Draw conclusions-L6 Read-L1 Reread-L1 Use-L3 Demonstrate-L3 Compare-L4 Contrast-L4 Determine-L3 Understand-L2 Organize-L4 Describe-L2 Write-L6 Read-L1

	<ul style="list-style-type: none"> • Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. • Relate previous experiences to the main idea. (2.8b) • The student will read and demonstrate comprehension of fictional texts. • Make and confirm predictions. (2.8a) • Describe characters, setting, and important events in fiction and poetry. (2.8e) (Benchmark) 	<p>beginning introduces the story, ending concludes the action).</p> <ul style="list-style-type: none"> • write responses to what they read (e.g., response logs, write the story with a new ending) <ul style="list-style-type: none"> • Set a purpose for reading. describe a character's traits, feelings, and actions as presented in a story or poem. • describe how characters in a story or poem respond to key events. • describe the setting and important events of a story. 			<p>Confirm-L5 Set-L2 Relate-L2 Describe-L2 Use-L3 Predict-L6 Interpret-L4 Generate-L6 Make predictions-L6 Confirm-L5 Locate-L1 Find-L5 Support-L5 Apply-L3 Ask-L2 Answer-L1</p>
<p>5 Days</p>	<ul style="list-style-type: none"> • Preview the selection using text features. (2.9a) • Make and confirm predictions about the main idea. (2.9b) • Use prior and background knowledge as context for new learning. (2.9c) • Set purpose for reading. (2.9d) • Ask and answer questions about what is read. (2.9e) (Benchmark) • Locate information to answer questions. (2.9f) • Identify the main idea. (2.9g) (Benchmark) 	<ul style="list-style-type: none"> • set a purpose for reading. • use prior knowledge to predict information. • interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text. • explain how illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify text. • use titles and headings to generate ideas about the text. • skim text for section headings, bold type, and picture captions to help set a purpose for reading. • use print clues, such as bold type, italics, and underlining, to assist in reading. <ul style="list-style-type: none"> • use information from the text to make and revise predictions. • use text features to make predictions, locate information, and answer questions (e.g., illustrations and captions, heading 			<p>Use-L3 Set-L2 Ask-L2 Answer-L1 Locate-L1 Identify-L2 Interpret-L4 Make predictions-L6 Explain-L2 Contribute-L2 Clarify-L2 Generate-L6 Skim-L1 Revise-L6 Confirm-L5 Support-L5 Use-L3 Make sense-L2 Talk-L1 Recognizing-L1 Determine-L3 Identify-L2</p>

		<p>and subheadings, bold and italic print, tables of contents, glossaries, graphs, charts, tables).</p> <ul style="list-style-type: none"> • use information from a selection to confirm predictions (e.g., return to the text to locate information, support predictions and answer questions). • use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions (e.g., <i>first, second, next</i>). • begin to skim text for information • answer specific questions. • use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between: <ul style="list-style-type: none"> • personal experiences and the text; • the current text and other texts read; • what is known about the topic and what is discovered in the new text. • determine the main idea. • identify the sequence of steps in functional text such as recipes or other sets of directions. • follow the steps in a set of written directions (e.g., recipes, crafts, board games, mathematics problems, science experiments). • ask and answer questions about what is read to demonstrate understanding (e.g., who, what, when, where, why, and how). • locate information in texts to answer 			<p>Follow-L3 Ask-L2 Answer-L1 Read-L1 Demonstrate-L3 Locate-L1 Understand-L2 Organized-L4</p>
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		<p>questions (e.g., use text features to locate and answer questions - headings, subheadings, bold print, charts, tables of contents).</p> <ul style="list-style-type: none"> begin to use knowledge of transition words (signal words) (e.g., first, next, and soon), to understand how information is organized 			
10 Days	<ul style="list-style-type: none"> The student will demonstrate comprehension of information in reference materials. Use dictionaries, glossaries, and indices. (2.10c) (Benchmark) Use table of contents. (2.10a) (Benchmark) Use dictionaries, glossaries, and indices. (2.10c) Use online resources (2.10d) 	<ul style="list-style-type: none"> alphabetize words to the second and third letter. locate titles and page numbers, using a table of contents. use a table of contents to locate information in content-area books. use dictionaries, glossaries, and indices to locate key facts or information. consult reference materials as needed to spell, check spelling, and understand grade-appropriate words. locate guide words, entry words, and definitions in dictionaries and indices. use online resources to gather information on a given topic (e.g., teacher identified Web sites and online reference materials). 			<p>Demonstrate-L3 Use-L3 Alphabetize-L3 Use-L3 Locate-L1 Consult-L3 Spell-L1 Check-L5 Understand-L2 Locate-L1 Use-L3 Gather-L3</p>
20 Days	<ul style="list-style-type: none"> The student will edit writing for correct grammar, capitalization, punctuation, and spelling. Recognize and use complete sentences. (2.13a) (Benchmark) Use and punctuate declarative, interrogative, and exclamatory sentences. (2.13b) (Benchmark) Capitalize all proper nouns and the word <i>I</i>. (2.13c) 	<ul style="list-style-type: none"> recognize and use complete sentences. punctuate declarative, interrogative, and exclamatory sentences (e.g., period, question mark, exclamation point). capitalize all proper nouns and words at the beginning of sentences. capitalize the word <i>I</i>. use singular and plural nouns and pronouns. 			<p>Recognize-L1 Use-L3 Punctuate-L3 Capitalize-L3 Edit-L5 Recognize-L1 Use-L3 Punctuate-L3 Capitalize-L3 Spell-L1</p>

	<ul style="list-style-type: none">• Use singular and plural nouns and pronouns. (2.13d) (Benchmark)• Use contractions and possessives. (2.13e) (Benchmark)• Use contractions and singular possessives. (2.13f)	<ul style="list-style-type: none">• use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, fish</i>).• spell commonly used sight words, compound words, and regular plurals correctly.<ul style="list-style-type: none">• use apostrophes to form contractions and common singular possessives.• use verbs and adjectives correctly in sentences (e.g., The friendly <i>girls talk</i> loudly. The friendly <i>girl talks</i> loudly.).			
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Ongoing Skills: Taught All 4 Nine Weeks

Grade: 2		Subject: English		Year: 2017-2018	
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	<p>Oral Language</p> <p>The student will demonstrate an understanding of oral language structure.</p> <ul style="list-style-type: none"> • Create oral stories to share with others. (2.1a) • Begin to self-correct errors in language use. (2.1e) 	<ul style="list-style-type: none"> • use the story structure of beginning, middle, and end to tell a story of an experience. • maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood. • add appropriate elaboration and detail while recounting or describing an event. • begin to self-correct errors made when communicating orally. 		beginning middle end	Demonstrate-L3 Create-L6 Self-correct-L5 Use-L3 Tell-L1 Maintain-L3 Manipulate-L3 Convey-L6 Add-L3 Recounting-L1 Describing-L2
	<ul style="list-style-type: none"> • The student will expand understanding and use of word meanings. <ul style="list-style-type: none"> • Increase listening and speaking vocabularies. (2.2a) 	<p>Listen to and discuss a variety of texts.</p>			Expand-L3 Use-L3 Increase-L3 Listen-L1 Discuss-L2
	<p>The student will use oral communication skills.</p> <ul style="list-style-type: none"> • Share stories or information orally with an audience. (2.3b) • Participate as a contributor and leader in a group. (2.3c) 	<ul style="list-style-type: none"> • follow rules for discussions and assigned group roles. • engage in taking turns in conversations by: <ul style="list-style-type: none"> ◦ making certain all group members have an opportunity to contribute; ◦ listening attentively by making eye contact while facing the speaker; and ◦ eliciting information or opinions from others. • use proper pitch and volume. • speak clearly and distinctly. <ul style="list-style-type: none"> • share and retell an experience or story to an audience in a logical order, with appropriate facts, and descriptive details. • select vocabulary and nonverbal 			Use-L3 Share-L3 Participate-L3 Follow-L3 Engage-L2 Contribute-L2 Listening-L1 Eliciting-L1 Speak-L1 Share-L3 Retell-L1 Select-L5 Express-L2 Ask-L2 Respond-L2 Check-L5 Confer-L2 Present-L3

		<p>expressions appropriate to purpose and audience.</p> <ul style="list-style-type: none"> • express ideas clearly and in an organized manner. • ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others). • confer with small-group members about how to present information to the class. • carry out a specific group role, such as leader, recorder, materials manager, or reporter. 			Carry out-L3
	<ul style="list-style-type: none"> • The student will expand vocabulary when reading. <ul style="list-style-type: none"> • Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. (2.7d) 	<ul style="list-style-type: none"> • demonstrate an understanding of the meaning of contractions (e.g., <i>don't- do not</i>). • discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance). • use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, notebook). 			Expand-L3 Discuss-L2 Develop-L3 Listening-L1 Reading-L1 Demonstrate-L3 Use-L3 Predict-L6
	(Ongoing writing skills) The student will maintain legible printing and begin to make the transition to cursive. (Teachers will begin the transition to cursive with their students during the second semester.) (2.11)	<ul style="list-style-type: none"> • write legibly. • space words in sentences. • space sentences in writing. • learn basic strokes for cursive. 			Maintain-L3 Make-L3 Write-L3 Space-L1 Learn-L1
	The student will use available technology for reading and writing. (2.14)	<ul style="list-style-type: none"> • use available technology and media for reading and writing, including in collaboration with peers. • use available technology to produce writing. • use available media for reading and writing. • ask and respond to questions about material presented through various media 			Use-L3 Ask-L2 Respond-L2

		formats.			
	<ul style="list-style-type: none"> • Use words that reflect a growing range of interests and knowledge. (2.2b) • Clarify and explain words and ideas orally. (2.2c) • Identify and use synonyms and antonyms. (2.2d) 	<ul style="list-style-type: none"> • use appropriate descriptive language to express ideas, opinions, and feelings. • use language to categorize objects, people, places, or events. • explain the meanings of words within the context of how they are used. • ask questions to clarify or gain further information. • recognize when two or more different words are being used orally to mean contrasting or opposite things. • recognize when different words are being used orally to mean the same or similar things. • use synonyms and antonyms in oral communication. 			Use-L3 Clarify-L2 Explain-L2 Identify-L2 Express-L2 Categorize-L4 Ask-L2 Recognize-L1
	Follow three- and four- step directions. (2.3e)	<ul style="list-style-type: none"> • follow three-step and four-step directions. 			Follow-L3
	Segment one-syllable words into individual speech sounds (phonemes). (2.4c)	<ul style="list-style-type: none"> • segment words by saying each sound (e.g., pan → /p/-/a/-/n/, drip → /d/-/r/-/i/-/p/). 			Segment-L4
	<ul style="list-style-type: none"> • Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. (2.7d) <ul style="list-style-type: none"> • Use vocabulary from other content areas. (2.7e) 	<ul style="list-style-type: none"> • demonstrate an understanding of the meaning of contractions (e.g., <i>don't- do not</i>). • discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance). • use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, notebook). • use specific vocabulary from content area study to express interests and knowledge (e.g., in discussions, by summarizing, 			Use-L3 Discuss-L2 Develop-L3 Listening-L1 Reading-L1 Supply-L1 Demonstrate-L3 Predict-L6 Express-L2

		through generating and answering questions).			
	<ul style="list-style-type: none"> The student will read and demonstrate comprehension of nonfiction texts. <ul style="list-style-type: none"> Read and reread familiar passages with fluency, accuracy, and meaningful expression. (2.9h) 				Read-L1 Demonstrate-L3 Reread-L1
	<p>Oral Language</p> <ul style="list-style-type: none"> Create and participate in oral dramatic activities. (2.1b) <ul style="list-style-type: none"> Use increasingly complex sentence structures in oral communication. (2.1d) 	<ul style="list-style-type: none"> dramatize familiar stories (e.g., plays, skits, reader’s theater). use more complex sentence structure with conjunctions, such as <i>while</i>, <i>when</i>, <i>if</i>, <i>because</i>, <i>so</i>, and <i>but</i>, when describing events and giving explanations. speak in complete sentences when appropriate to task and situation to provide details and clarification. demonstrate subject-verb agreement. provide a referent for pronouns (e.g., <i>Serena wanted to sing but she was afraid</i>). 			Create-L6 Participate-L3 Use-L3 Dramatize-L3 Describing-L2 Giving examples-L2 Speak-L1 Provide-L2 Demonstrate-L3
	<ul style="list-style-type: none"> Use vocabulary from other content areas. (2.2e) 	<ul style="list-style-type: none"> use specific content area vocabulary in discussions. 			Use-L3
	<ul style="list-style-type: none"> Give three- and four-step directions. (2.3f) 	<ul style="list-style-type: none"> give three-step and four-step directions. sequence three or four steps chronologically in oral directions 			Give-L3 Sequence-L3
	<ul style="list-style-type: none"> Add or delete phonemes (sounds) to make words. (2.4d) 	<ul style="list-style-type: none"> add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map). delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow). 			Add-L3 Delete-L3 Make-L6
	<ul style="list-style-type: none"> Use pictures, captions, and charts. (2.10b) 	<ul style="list-style-type: none"> interpret pictures, captions, diagrams, and tables. interpret information presented in bar graphs, charts, and pictographs. 			Interpret-L4

	<ul style="list-style-type: none"> The student will write stories, letters, and simple explanations. (2.12b) 				Write-L6
	<ul style="list-style-type: none"> Expand writing to include descriptive detail. (2.12c) 	<ul style="list-style-type: none"> use adjectives to elaborate and expand simple sentences. describe events, ideas, and personal stories with descriptive details. 			Expand-L3 Use-L3 Elaborate-L2 Describe-L2
	<ul style="list-style-type: none"> Use correct verb tenses in oral communication. (2.1c) 	<ul style="list-style-type: none"> Use correct verb tenses in oral communication. 			Use-L3
	<ul style="list-style-type: none"> Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond. (2.3a) <ul style="list-style-type: none"> Retell information shared by others. (2.3d) 	<ul style="list-style-type: none"> participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small-group, teacher led). participate in collaborative conversations for various purposes (e.g., to inform, to persuade, to entertain, to clarify, and to respond). share and retell an experience or story to an audience in a logical order, with appropriate facts, and descriptive details. select vocabulary and nonverbal expressions appropriate to purpose and audience. express ideas clearly and in an organized manner. contribute information, ask questions, clarify, gather additional information, retell, respond, or build on another person's idea in a small-group setting. 			Use-L3 Inform-L2 Persuade-L5 Entertain-L3 Clarify-L2 Respond-L2 Retell-L1 Participate-L3 Share-L3 Select-L5 Express-L2 Contribute-L2
	<ul style="list-style-type: none"> Blend and segment multisyllabic words at the syllable level. (2.4e) 	<ul style="list-style-type: none"> blend and segment multisyllabic words at the syllable level. 			Blend-L3 Segment-L4
	<ul style="list-style-type: none"> Continue practice reading fictional and nonfictional texts (2.8aj)(2.9a-h) 				Practice-L3

Bloom's Taxonomy Key

1. Level 1 (L1) – Remembering – Pink
2. Level 2 (L2) – Understanding – Blue
3. Level 3 (L3) – Applying – Green
4. Level 4 (L4) – Analyzing – Yellow
5. Level 5 (L5) – Evaluating – Gray
6. Level 6 (L6) – Creating - Red