

NYS Standards	Essential Questions	Skill	Balanced Literacy	Resources, Links & Assessments
<p>Quarter 1 <u>Reading Standards for Literature:</u></p> <ul style="list-style-type: none"> • Develop and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1) • In Literary texts, characters in a story respond to major events and challenges. (RL.2.3) • Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5) • Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RL.2.7) • Make connections between self, text, and the world around them (text, media, and social interaction). (RL.2.11) <p><u>Reading Standards for Informational Text:</u></p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple – meaning words or phrases, choosing flexibly from an array of strategies. (RI.2.4) <p><u>Reading Standards: Foundational Skills:</u></p> <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. (RF.2.3) • Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.2) • Decode regularly spelled two-syllable words. (RF.2.3) • Recognize and identify root words and common suffixes and prefixes (2RF3d) 	<ul style="list-style-type: none"> • Why is it important to • ask questions before, • during, and after • reading? • How can asking myself questions help me better understand what I am reading? • How do readers ask questions to show they are aware of the key details in a story? • How do I recount (retell) stories such as fables and folktales? • How do I determine the central message or lesson (moral) in stories such as fables and folk tales? • What examples from the text describe how characters respond to challenges in the story? • What is the overall structure of the story? • What details in the story describe how the beginning introduces the story? • What details in the story describe how the ending concludes the action? • What strategies can I use to determine the meaning of words and phrases in a text? • How can I use clues from the text to determine or clarify meaning? • How can I use short vowels to help me read words? • How can I use long vowels to help me make a long sound when reading words? • How can I use vowel teams to spell long vowel words? 	<p><u>Spelling / Phonics:</u></p> <ul style="list-style-type: none"> • Short vowel review • Short vowel pattern cvc, vc, cvcc, cvc-e • Long vowel review • Diagraphs: ch, sh, th, tch, • ABC order • Sitton Units 1 - 5 <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Types of sentences • capitalization and punctuation • complete sentences • compound sentences • Nouns: common and proper • adjectives <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Common Task 1: Write to tell a story • Writing process (prewriting, drafting, revising, editing, publishing) • Record findings from reading • Answer questions using strategies taught • Title- underline and capitalize • Author's purpose <p><u>Speaking /Listening:</u></p> <ul style="list-style-type: none"> • Tell a story aloud • Draw what you have read • Follow rules for discussions • Conversations • Key ideas and details • Ask and answer questions 	<p><u>Strategies:</u></p> <p><u>Decoding Strategies</u></p> <ul style="list-style-type: none"> • Small words for compound words • Context clues • Adjectives to describe nouns • Senses to describe • Expression and fluency • Accuracy • Reread to understand <p><u>Comprehension Strategies</u></p> <ul style="list-style-type: none"> • Retell a story • Who, what, when, where, why, how (fiction/nonfiction) • Main idea • Beginning, Middle, End of a story • Use words and pictures to tell about characters, setting, and plot • First 20 days (Foundations for Reader's Workshop) • Visualization • Author's purpose 	<p><u>District Resources</u></p> <ul style="list-style-type: none"> • Leveled readers • Trade books • Sitton Spelling • Grade level specific paragraph template • Word of the Week <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Extended and Constructed Response Assessments • Informal Assessments • Level 2 Core Words (Sitton Spelling) • Grade level specific paragraph template – Memoir <p><u>Technology:</u></p> <ul style="list-style-type: none"> • Abcya.com • Smartboard lessons • Brainpopjr.com • Unitedstreaming.com • Enchanted-learning.com • Scholasticnews.com • ReadingA-Z.com • Teacherspayteachers • Sheppardsoftware • Superteacherworksheets.com

<p><u>Writing Standards:</u></p> <ul style="list-style-type: none"> Write narratives which recount real or imagined experiences or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure (W.2.3) 	<ul style="list-style-type: none"> (vowel teams) to decode two-syllable words. How can I use long vowels (vowel teams) to help me decode two syllable words? How do I use what I know about letters and sounds to help me with spelling? How do I decode words that do not follow the phonics rules? How do I use what I know about letters and sounds to help me recognize and read irregularly spelled words? How do I decode words that do not follow the phonics rules? Why is it important to establish a purpose before I read? 			
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<p>Quarter 2 Reading Standards for Literature:</p> <ul style="list-style-type: none"> Make connections between self, text, and the world around them (text, media, and social interaction). (RL.2.11) <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> Develop and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1) Identify the main topic of a text as well as the focus of specific paragraphs within the text (RI. 2.2) In informational texts, describe the connections among ideas, concepts, or a series of events. (RI. 2.3) Explain how words and phrases in a text suggest feelings and appeal to the senses (RI.2.4) Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI.2.6) <p>Writing Standards:</p> <ul style="list-style-type: none"> Write informative/explanatory texts in which they introduce, use facts and other information to develop points, use content-specific language, and provide a concluding statement opinion (W.2.2) 	<ul style="list-style-type: none"> Can you make a connection with yourself, another text, or the world around you? Why is it important to ask questions before, during, and after reading? How can asking myself questions help me better understand what I am reading? How do readers ask question to show they are aware of the key details of a story? How do I identify the main topic if there is more than one paragraph? How do I identify the main topic for a paragraph? How do I identify the key details that support the main topic? Why is it helpful for good readers to identify the main idea/main topic? How do I connect series of historical events as I read? How do I use details to describe scientific ideas or concepts? How do I describe the necessary steps in a technical procedure? What strategies can I use to determine the meaning of words and phrases in a text? How can I use clues from the text to determine or clarify meaning? How do I use text features to help me find information in a non-fiction text? Why is it helpful to know and understand the text features in a non-fiction text? What is the author's purpose? Why did the author write the text? How can I use pictures/photographs and 	<p>Spelling/Phonics:</p> <ul style="list-style-type: none"> Long vowel patterns R-controlled Blends Blends: initial and final Vowel sounds: ight, igh Grade level spelling patterns Sitton Units 6 - 10 <p>Grammar:</p> <ul style="list-style-type: none"> Nouns: singular, plural, Collective nouns (group, colony) Reflexive pronouns (himself) Dictionary: guide words <p>Writing:</p> <ul style="list-style-type: none"> Common Task 2: Write to teach Paragraph format (topic, details, supporting details, closing) Writing process: (prewriting, drafting, revising, editing, publishing) Answer questions using strategies taught <p>Speaking/Listening:</p> <ul style="list-style-type: none"> Tell a story aloud Draw what you have read Follow rules for discussions Conversations Key ideas and details Ask and answer questions 	<p>Strategies: Decoding Strategies</p> <ul style="list-style-type: none"> Root words Prefixes Dictionaries and glossaries Fluency and expression Accuracy Rereading for meaning <p>Comprehension Strategies</p> <ul style="list-style-type: none"> Tell how characters respond to events Understand science steps and ideas in nonfiction Point of View of Characters Compare and Contrast ways of telling a story Connections Questioning Inferencing 	<p>District Resources:</p> <ul style="list-style-type: none"> Leveled readers Scholastic News Trade books Sitton Spelling Grade level Specific paragraph template Word of the Week <p>Assessments:</p> <ul style="list-style-type: none"> Extended and Constructed Response Informal Assessments Level 2 Core Words (Sitton Spelling) Grade level Specific paragraph template Expository/ Descriptive <p>Technology:</p> <ul style="list-style-type: none"> Abcy.com Smartboard lessons Brainpopjr.com Unitedstreaming.com Enchanted-learning.com Scholasticnews.com ReadingA-Z.com Teacherspayteacher.com Superteacherworksheets.com

	<p>captions to help me determine the meaning of the text?</p> <ul style="list-style-type: none">• How can I use diagrams to clarify information from the text?• Why is it important to read pictures and diagrams in a non-fiction text?• How did the characters respond to major events in the story?			
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Revised 6/26/18

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<p>Quarter 3</p> <p><u>Reading Standards for Literature:</u></p> <ul style="list-style-type: none"> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines). (RL.2.4) Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RL.2.6) Make connections between self and text (text and other people/world) (RL.2.9) <p><u>Reading Standards for Informational Text:</u></p> <ul style="list-style-type: none"> Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI.2.4) Make connections between self and text (text and other people/world) (RI.2.9) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.2.10) <p><u>Reading Standards: Foundational Skills:</u></p> <ul style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension. (RI.2.4) Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> How do word or phrases show rhythm and meaning in a story, poem, or song? How does the author use words and phrases to supply meaning in a story, poem, or song? How do I know when a different character is speaking? How do the points of view of the characters differ? Why is it important to know how the main character is thinking and feeling in the story? How do I use graphic organizers to compare and contrast two or more versions of the same story? What strategies can I use to determine the meaning of words and phrases in a text? How can I use prior knowledge to compare the main topic of two informational texts? How can I use prior knowledge to contrast the main topic to two informational texts? How can I use comprehension strategies to help me understand History/Social Studies texts? How can I use comprehension strategies to help me understand Science texts? What strategies should I use to help me understand technical texts? How can I use comprehension strategies to help me understand what I am reading? What strategies should I use to decode unfamiliar words? Why is it important for our reading to sound fluent? Why is it important to establish a purpose before I read? 	<p><u>Spelling / Phonics:</u></p> <ul style="list-style-type: none"> Consonant clusters Spelling patterns Word endings: ed, ing, s, es Prefixes and suffixes Sitton Units 11 -15 <p><u>Grammar:</u></p> <ul style="list-style-type: none"> Contractions Possessives Irregular verbs Commas in greetings and closings <p><u>Writing:</u></p> <ul style="list-style-type: none"> Common Task: Letter to write to persuade Writing process: (prewriting, drafting, revising, editing, publishing) Answer questions using strategies taught Record reading out loud <p><u>Speaking/Listening:</u></p> <ul style="list-style-type: none"> Tell a story aloud Draw what you have read Follow rules for discussions Conversations Key ideas and details Ask and answer questions I can record what I am reading out loud Writing, Speaking, Listening, and Reading by using what I know Compare formal and informal language 	<p><u>Strategies:</u></p> <p><u>Decoding Strategies</u></p> <ul style="list-style-type: none"> Difference between verbs (synonyms) Fluency and expression Accuracy Reread for meaning <p><u>Comprehension Strategies</u></p> <ul style="list-style-type: none"> Understand words in nonfiction Text features of nonfiction Understand what the author is teaching Use text features (diagrams, captions, pictures, etc.) Reasons to support Main Idea Compare and Contrast Main Idea of 2 texts Identify Important Information Summarizing Synthesizing 	<p><u>District Resources</u></p> <ul style="list-style-type: none"> Scholastic News Leveled readers Trade books Sitton Spelling Grade level specific paragraph template Word of the Week <p><u>Assessments:</u></p> <ul style="list-style-type: none"> Informal Assessments Extended and Constructed Response Level 2 Core Words (Sitton Spelling) Grade level specific paragraph template - Persuasive paragraph <p><u>Technology:</u></p> <ul style="list-style-type: none"> Abcya.com Smartboard lessons Brainpopjr.com Unitedstreaming.com Enchanted-learning.com Scholasticnews.com ReadingA-Z.com Teacherspayteachers Superteacherworksheets.com

<ul style="list-style-type: none">• Writing Standards: Write informative/explanatory texts in which they introduce a topic, use facts and other information to develop points, use content specific language, and provide a concluding statement or section. (W.2.2)• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.2.6)				
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<p>Quarter 4 <u>Reading Standards for Literature:</u></p> <ul style="list-style-type: none"> • Make connections between self, text, and the world around them (text, media, and social interaction). (RL.1, 2, & 3) <p><u>Reading Standards for Informational Text:</u></p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text relevant to and explain how words and phrases in a text suggest feelings and appeal to the senses. (RI.2.4) • Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI.2.8) • By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI. 2, 3, 4, & 10) <p><u>Reading Standards: Foundational Skills:</u></p> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. (RI.2.4) • Read grade-level text with sufficient accuracy and fluency to support comprehension. • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Writing Standards:</u></p> <ul style="list-style-type: none"> • Develop questions and participate in shared research and explorations to answer questions and to build knowledge. (W.2.7) • Recall and represent relevant information from experiences or gather information from provided sources to answer a question. (W.2.8) 	<ul style="list-style-type: none"> • How do I find facts (reasons) in the text to support points the author makes? • How can I use comprehension strategies to help me understand History/Social Studies texts? • How can I use comprehension strategies to help me understand Science texts? • What strategies should I use to help me understand technical texts? • How do I know the purpose for what I am reading? • How do I show that I understand what I am reading? • How does the author use words and phrases to supply meaning in a story, poem, or song? 	<p><u>Spelling / Phonics:</u></p> <ul style="list-style-type: none"> • Spelling patterns • Spelling second grade words • Silent consonants • Sitton Units 16 - 20 <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Quotation marks for dialogue • Adverbs and adjectives <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Common Task: Partner research project • Interviewing to answer questions • Writing process: (prewriting, drafting, revising, editing, publishing) • Answer questions using strategies taught • Record reading out loud <p><u>Speaking/Listening:</u></p> <ul style="list-style-type: none"> • Tell a story aloud • Draw what you have read • Follow rules for discussions • Conversations • Key ideas and details • Ask and answer questions • I can record what I am reading out loud 	<p><u>Strategies:</u></p> <p><u>Decoding Strategies</u></p> <ul style="list-style-type: none"> • Read second grade words • Use adverbs to describe verbs • Fluency and expression • Accuracy • Reread for meaning <p><u>Comprehension Strategies</u></p> <ul style="list-style-type: none"> • Tell how events in history are connected • Synthesizing • Understand that words sound like music • Poetry 	<p><u>District Resources</u></p> <ul style="list-style-type: none"> • Scholastic News • Leveled readers • Trade books • Sitton Spelling • Grade level specific paragraph – Explanatory Essay • Word of the Week <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Informal Assessments • Extended and Constructed Response • Level 2 Core Words (Sitton Spelling) • Grade level specific paragraph – Explanatory Essay <p><u>Technology:</u></p> <ul style="list-style-type: none"> • Abcya.com • Smartboard lessons • Brainpopjr.com • Unitedstreaming.com • Enchanted-learning.com • Scholasticnews.com • ReadingA-Z.com • Teacherspayteachers • Superteacherworksheets.com

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