

**Grade 2 -- READING AND LANGUAGE ARTS**

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**Month**      **Content and Essential Questions**

**August 2006**  
**A. Reading and Literature**  
 A. What reading strategies do good readers use?

**B. Writing in Relation to Literature**  
 B. What is the connection of writing to reading?

**Skills**

Standards covered by Houghton-Mifflin in the Back to School section:

- 2.1.1 Awareness of the sounds of letters distinguish begin, middle, end sounds
- 2.1.1a Distinguish begin, middle, end sounds
- 2.1.1c Clearly pronouncing blends and vowels sounds
- 2.1.3 Decode multi-syllable words
- 2.2.3 Knowledge of author's purpose
- 2.2.4 Ask and respond to questions
- 2.2.5 Restate facts, details, summarize main idea to clarify and organize ideas

**Lesson Examples and Assessments**

**August**

- Teach MIL (Managed Independent Learning Stations)
- Houghton-Mifflin: Theme 1 Teacher's Manual, "Back to School" section

**Assessments**

- Observation Survey / Text Levels - used to ability group students into levels for purpose of small guided reading groups
- Houghton-Mifflin Baseline Group Test
- Houghton-Mifflin Phonics/Decoding Screening Test

**September 2006**

**A. Reading and Literature**

- A. Why is it important to use a balance of reading strategies?
- B. How do we use graphic organizers to build comprehension?

**B. Writing in Relation to Literature**

- A. How can students express personal reactions to stories and poems?

**Standards covered in Houghton-Mifflin Theme 1 Silly Stories:**

- 2.1.1 Awareness of the sounds of letters
- 2.1.3 Decode words with multi-syllables
- 2.1.7 synonyms, antonyms
- 2.1.10 Identify multiple-meaning words
- 2.2.1 Titles, table of contents, chapter headings
- 2.2.2 State the purpose for reading
- 2.2.3 Know the author's purpose
- 2.2.5 Restate facts and details
- 2.2.7 Interpret diagrams, charts, graphs
- 2.3.2 Create different endings to stories
- 2.3.4 Identify rhythm, rhyme, alliteration
- 2.4.1 Create a list of ideas for writing
- 2.4.2 Organize related ideas to focus
- 2.4.6 Review, evaluate, revise for clarity
- 2.4.7 Proofread using an editing checklist
- 2.5.1 Write stories based on experiences
- 2.5.5 Use descriptive words when writing
- 2.5.6 Write for different purpose/audience
- 2.6.2 ID complete, incomplete sentences
- 2.6.3 Write with correct word order
- 2.6.5 Commas in letters, dates, series
- 2.6.7 Capitalize proper nouns, titles, sentence

**September**

(Theme 1 carries over into the first week of October)

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**Anthology Theme 1 Silly Stories**

- Week 1- Dragon Gets By
- Week 2- Julius
- Week 3- Mrs. Brown Went to Town
- Week 4- Martha and George and Ranger Rick : Hippos

(Week 5 of Theme 1 on Poetry is typed under October.)

**Assessments for Theme 1 Silly Stories:**

- Weekly Tests after each Anthology story
  - Theme Test after Silly Stories theme is completed
  - ISTEP+ Aligned Theme Assessments
- Authentic Assessment ideas:**
- Choral Reading - Poetry (for fluency) (Week 5 of Theme 1 on Poetry is typed under October)
  - Create a poem having a rhythm of repeated beats.

**Month Content and Essential Questions**

**October 2006**

**A. Reading and Literature**

- A. How do characters in one story compare and contrast with characters in another story?
- A. How do maps help us find information? What different places do maps show?

**B. Writing in Relation to Literature**

- B. What are the characteristics of a good written response to a question?
- B. How do students identify a complete sentence?
- B. What makes a good descriptive paragraph?

**Skills**

beginnings, greetings, months, days of week, initials...  
 2.6.8 Spelling- outside common patterns  
 2.6.9 Spell with long, short vowels, r-controlled vowels, consonant blends

**Standards covered in Houghton-Mifflin Theme 2**

**Nature Walk:**

- 2.1.1 Awareness of the sounds of letters
- 2.1.2 Recognize, use spelling patterns
- 2.1.3 Decode words with multi-syllables
- 2.1.7 synonyms, antonyms
- 2.1.8 Meaning of compound words
- 2.1.10 Identify multiple-meaning words
- 2.2.2 State the purpose for reading
- 2.2.3 Know author's purpose
- 2.2.4 Ask, respond to questions
- 2.2.7 Interpret diagrams, charts, graphs
- 2.3.1 Compare plots, settings, characters
- 2.4.1 Create a list of ideas for writing
- 2.4.2 Organize related ideas to focus
- 2.4.6 Review, evaluate, revise for clarity
- 2.4.7 Proofread using an editing checklist
- 2.4.8 Revise to improve sequence, detail
- 2.5.1 Write stories based on experiences
- 2.5.5 Use descriptive words when writing
- 2.5.6 Write for different purpose/audience
- 2.6.2 ID complete, incomplete sentence
- 2.6.8 Spelling- outside common patterns
- 2.6.9 Spell with long, short vowels, r-controlled vowels, consonant blends

**Lesson Examples and Assessments**

**October** (Theme 1 from September finishes in October, and Theme 2 carries over into November.)

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**Anthology Theme 1 Silly Stories** continued

Week 5- Focus on Genre: Poetry

**Anthology Theme 2 Nature Walk**

Week 1- Henry and Mudge and the Starry Night

Week 2- Exploring Parks with Ranger Dockett

Week 3- Around the Pond: Whose Been Here?

**Assessments for Theme 2 Nature Walk:**

- Weekly Tests after each Anthology story
- Theme Test when Nature Walk theme is completed
- ISTEP+ Aligned Theme Assessments

**Authentic Assessment ideas:**

- Small groups of children act out different fables of their choice. The play must include a reflection on or explanation of the moral of the fable.
- Draw a map of a camp ground. Include a lake and landforms. Label with compass rose and map key. Write three questions about the map.
- Students write about an experience they have had in a natural setting.
- Students participate in a "Fact or Opinion" activity on two teams. Students keep score from identifying statements from stories as either facts or opinions.

**Month** **Content and Essential Questions**

**November**  
**2006**

**A. Reading and Literature**

- A. Why is it important to stop and summarize the important parts as you read a story?
- A. How can students build vocabulary?
- A. What skills do good presenters have?

**B. Writing in Relation to Literature**

- B. How do we use graphic organizers to build comprehension?
- B. What are the five parts of a letter?
- B. How do I know if I have told enough in my writing?
- B. What are the characteristics of good note taking?

**Skills**

**Standards covered in Houghton-Mifflin Theme 3 Around Town: Neighborhood and Community:**

- 2.1.1 Awareness of the sounds of letters
- 2.1.2 Recognize, use spelling patterns
- 2.1.3 Decode words with multi-syllables
- 2.1.5 Identify, correctly use plurals
- 2.1.9 Know simple prefixes and suffixes
- 2.2.1 Use titles, table of contents, chapter headings to find information
- 2.2.2 State the purpose for reading
- 2.2.3 Know author's purpose
- 2.2.5 Restate facts and details
- 2.2.7 Interpret diagrams, charts, graphs
- 2.4.2 Organize related ideas to focus writing
- 2.4.6 Review, evaluate, revise for clarity
- 2.4.7 Proofread using an editing checklist
- 2.4.8 Revise to improve sequence, detail
- 2.5.1 Write stories based on experience
- 2.5.5 Use descriptive words when writing
- 2.5.6 Write for different purpose/audience
- 2.6.4 Identify and write parts of speech
- 2.6.5 Commas in letters, dates, series
- 2.6.7 Capitalize proper nouns, titles, etc.
- 2.6.8 Spelling- outside common patterns
- 2.6.9 Spell with long, short vowels, r-controlled vowels, consonant blends

**December**  
**2006**  
These are a repeat from November.  
December is simply finishing Theme 3 from November.

**A. Reading and Literature**

- A. Why is it important to stop and summarize the important parts as you read a story?
- A. How can students build vocabulary?
- A. What skills do good presenters have?

**B. Writing in Relation to Literature**

- B. How do we use graphic organizers to

**Lesson Examples and Assessments**

November

- Houghton-Mifflin  
Anthology Theme 2 Nature Walk continued
- Week 4- Owl Moon and Owls
- Week 5- Focus on Genre: Fables

**Anthology Theme 3 Around Town: Neighborhood and Community**

- Week 1- Chinatown
- Week 2- A Trip to the Firehouse

**Assessments for Theme 3 Around Town: Neighborhood and Community**

- Weekly Tests after each Anthology story
  - Theme Test when Around Town theme is completed
  - ISTEP+ Aligned Theme Assessments
- Authentic Assessment Idea:**

- Write a letter to your mayor. Explain things you like about where you live, what you would change, and ways you can help.
- Students research a career of their choice. Students come to school dressed in the appropriate attire of their chosen career and present orally the information they collected.

December

- Houghton-Mifflin  
Anthology Theme 3 Around Town continued
- Week 3- Big Bushy Mustache
- Week 4- Jamaica Louise James
- Week 5- Grandpa's Corner Store and Barrio: Jose's Neighborhood

The following assessments are a repeat from November.  
December simply finishes Theme 3 from November.

**Month** **Content and Essential Questions**

- build comprehension?
- B. What are the five parts of a letter?
- B. How do I know if I have told enough in my writing?
- B. What are the characteristics of good note taking?

**Skills**

**Lesson Examples and Assessments**

**Assessments for Theme 3 Around Town: Neighborhood and Community**

- Weekly Tests after each Anthology story
  - Theme Test when Around Town theme is completed
  - ISTEP+ Aligned Theme Assessments
- Authentic Assessment ideas:**
- Write a letter to your mayor. Explain things you like about where you live, what you would change, and ways you can help.
  - Students research a career of their choice. Students come to school dressed in the appropriate attire of their chosen career and present orally the information they collected.

**January 2007**

**A. Reading and Literature**

- A. What conclusions can we draw about the characters and events in a story?
- A. What strategies do good readers use to comprehend a story?

**B. Writing in Relation to Literature**

- B. How does punctuation help a writer communicate meaning in a piece of writing?
- B. What questions would I ask in order to receive a lot of information and conduct a successful interview?
- B. What is the best way to gather and organize information into a research report?

**Standards covered in Houghton-Mifflin Theme 4: Amazing Animals:**

- 2.1.1 Awareness of the sounds of letters
- 2.1.2 Recognize, use spelling patterns
- 2.1.3 Decode words with multi-syllables
- 2.1.4 Recognize common abbreviations
- 2.1.7 Synonyms, Antonyms
- 2.2.1 Use titles, etc. to find information
- 2.2.2 State purpose for reading
- 2.2.3 Know author's purpose
- 2.2.5 Restate facts and details
- 2.2.6 Recognize cause and effect
- 2.2.7 Interpret diagrams, charts, graphs
- 2.4.6 Review, evaluate, revise writing
- 2.4.7 Proofread using editing checklist
- 2.4.8 Revise to improve sequence, detail
- 2.5.1 Write stories based on experiences
- 2.5.5 Use descriptive words in writing
- 2.5.6 Write for different purpose/audience
- 2.6.4 Identify, write parts of speech
- 2.6.9 Spell with vowels, consonant blends

**January**

**Houghton-Mifflin Anthology Theme 4 Amazing Animals**

- Week 1- Officer Buckle and Gloria
- Week 2- Ant
- Week 3- The Great Ball Game
- Week 4- The Little Grunt and the Big Egg and Mighty Dinosaurs

**Assessments for Theme 4 Amazing Animals:**

- Weekly Tests after each Anthology story
  - Theme Test when Amazing Animals theme is completed
  - ISTEP+ Aligned Theme Assessments
- Authentic Assessment ideas:**
- "A is for Aardvark!" Make an animal ABC book for a younger student.
  - PONDER: Research the habitat, shelter, food, external features, life cycle, and other interesting information about a chosen wild animal. Take notes, turn notes into sentences, organize the sentences into paragraphs, and compose the paragraphs into a report. Then make a poster displaying five of the most interesting facts about this animal along with a picture/photo.

**Month** **Content and Essential Questions**

**February** **A. Reading and Literature**

- A. What generalizations can be made while reading a particular story?
- A. How can students practice fluency?
- A. What information could be gleaned from a timeline?

**B. Writing in Relation to Literature**

- B. What reasons could I give in writing to support my opinion?
- B. What words would I use to convey a convincing "voice"?
- B. Which visuals would best support my presentation?

**Skills**

**Standards covered in Houghton-Mifflin Theme 5:**

**Family Time:**

- 2.1.1 Awareness of the sounds of letters
- 2.1.2 Recognize, use spelling patterns
- 2.1.3 Decode words with multi-syllables
- 2.1.9 Know simple prefixes, suffixes
- 2.2.1 Use titles, Table of Contents, chapter headings to locate information
- 2.2.2 State the purpose for reading
- 2.2.3 Know author's purpose
- 2.2.7 Interpret diagrams, charts, graphs
- 2.2.8 Follow two-step written directions
- 2.3.1 Compare plots, settings, characters
- 2.4.2 Organize related ideas to focus
- 2.4.6 Review, evaluate, revise for clarity
- 2.4.7 Proofread using editing checklist
- 2.4.8 Revise to improve sequence, detail
- 2.5.1 Write stories based on experiences
- 2.5.6 Write for different purpose/audience
- 2.6.4 Identify and write parts of speech
- 2.6.6 Use quotation marks for speech
- 2.6.8 Spelling- outside common patterns
- 2.6.9 Spell with long, short vowels, r-controlled vowels, consonant blends

**March** These are a repeat from February.

**March** is simply finishing Theme 5: Family Time.

**A. Reading and Literature**

- A. What generalizations can be made while reading a particular story?
- A. How can students practice fluency?
- A. What information could be gleaned from a timeline?

**B. Writing in Relation to Literature**

- B. What reasons could I give in writing to support my opinion?
- B. What words would I use to convey a convincing "voice"?
- B. Which visuals would best support my presentation?

**Lesson Examples and Assessments**

**February**

**Houghton-Mifflin Anthology Theme 4 Amazing Animals** continued

Week 5- Focus on Genre: Biography

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**Anthology Theme 5 Family Time**

Week 1- Brothers and Sisters

Week 2- Jalapeno Bagels

Week 3- Carousel

**Assessments for Theme 5 Family Time:**

- Weekly Tests after each Anthology story
- Theme Test when Family Time theme is completed
- ISTEP+ Aligned Theme Assessments

**Authentic Assessment ideas:**

- Make a Family Photo/Biography Album. Collect photos of family members attaching each one to a page with a piece of writing about that family member. Bind all pages.

**March**

**March** (Fewer weeks with Spring Break)

Houghton-Mifflin

**Anthology Theme 5 Family Time** continued

Week 4- Thunder Cake

Week 5- More Stories Julian Tells:

Curve in the River and

Slippery Siblings

Week 6- Chapter Book, 4 chapters

The Cool Crazy Crickets

**Assessments for Theme 5 Family Time:**

- Weekly Tests after each Anthology story
- Theme Test when Family Time theme is completed
- ISTEP+ Aligned Theme Assessments

**Authentic Assessment ideas:**

- Make a Family Photo/Biography Album. Collect photos of family members attaching each one to a page with a piece of writing about that family member. Bind all pages.

**Month** **Content and Essential Questions**

**April 2007** **A. Reading and Literature**

- A. How does the author feel about this story? What is the author's point of view?
- A. How can I find what I'm looking for in a newspaper?
- A. What strategies would help me do well on a test?

**B. Writing in Relation to Literature**

- B. What causes a piece of writing to be read easily/smoothly?
- B. What types of words make a story more interesting, easy to picture in the reader's mind?

**Skills**

**Standards covered in Houghton-Mifflin Theme 6 Talent Show:**

- 2.1.1 Awareness of the sounds of letters
- 2.1.2 Recognize, use spelling patterns
- 2.1.10 Identify multi-meaning words
- 2.2.1 Use titles, etc. to find information
- 2.2.2 State the purpose for reading
- 2.2.3 Know author's purpose
- 2.2.5 Restate facts and details
- 2.4.2 Organize related ideas to focus
- 2.4.6 Review, evaluate, revise for clarity
- 2.4.8 Revise to improve sequence, detail
- 2.5.1 Write stories based on experiences
- 2.5.6 Write for different purpose/audience
- 2.6.2 ID complete, incomplete sentences
- 2.6.4 Identify and write parts of speech
- 2.6.8 Spelling- outside common patterns
- 2.6.9 Spell with long, short vowels, r-controlled vowels, consonant blends

**Lesson Examples and Assessments**

**April**

- Houghton-Mifflin  
Anthology Theme 6 Talent Show
- Week 1- The Art Lesson
- Week 2- Moses Goes to a Concert
- Week 3- The School Mural
- Week 4- National Geographic:  
Join the Circus  
and  
Raymond's Best Summer

**Assessments for Theme 6 Talent Show:**

- Weekly Tests after each Anthology story
  - Theme Test when Talent Show theme is completed
  - ISTEP+ Aligned Theme Assessments
- Authentic Assessment ideas:**
- Have a class talent show. Students practice, and create costumes. Students prepare a folded paper program listing the events to be featured during the talent show. Write a special talent next to each person's name with a small summary of what the audience will see.
  - Create your own sign language sentences.
  - Listen to a piece of music or attend a concert. Write a review that gives your opinion.
  - List reasons to persuade a group to do a project. Give a persuasive talk.

**May 2007**

**A. Reading and Literature**

- A. What is the author's point of view?
- A. How can students practice fluency?
- A. Why is it important to stop and summarize the important parts as one reads a story?
- A. How do characters in one story compare and contrast with characters in another story?
- A. How can students build good vocabulary?

- Read aloud fluently using expression, etc.
- Use sequence or other logical order
- Restate facts, summarize main idea
- Cause and Effect relationships
- Use context to understand meaning
- Draw conclusions, confirm predictions
- Confirm predictions
- Difference between fantasy and reality

**May**

The Houghton-Mifflin series is completed in April.

**Reading Instruction for May:**

- Novels and/or chapter books will be read. These class sets of books are found housed in the Book Room in each elementary building.

### Month Content and Essential Questions

#### B. Writing in Relation to

##### Literature

- B. What questions might I ask myself as I read each page?
- B. Which graphic organizers would lend themselves to building comprehension?

### Lesson Examples and Assessments

Teachers will lead students through "Author's Studies". Suggested authors are: Peggy Parish, Lillian Hoban, Marc Brown, Gail Gibbons, etc. Book sets written by these authors are found housed in the Book Room in each elementary building.

#### Authentic Assessment:

Ponder Research Project-Insects

### Skills