



BLACKFORD COUNTY SCHOOLS 2014-15

Second Grade Language Arts Quarterlies & Vocabulary

**Reading Foundations (RF), Reading Literature (RL), Reading Non-Fiction (RN),
Vocabulary (V), Writing (W), Speaking and Listening (SL), and Media Literacy (ML)**

<p>RF. 4 Decode and read words with phonics</p> <p>RF. 4.1 Build upon previous- consonant blends, digraphs, short/long vowels, vowel team(pairs) and r-controlled vowels</p> <p>RF. 4.2 Use knowledge of 6 major syllable patterns-CVC, CVCe, VV(teams), Vr, V, Cle independent of context</p> <p>RF. 4.3 Apply knowledge of short and long vowels when reading regularly spelled one syllable words</p> <p>RF. 4.4 Recognize and read common words and irregularly spelled high-frequency words and abbreviations</p> <p>RF. 4.5 Know and use common word families</p>	<p></p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p></p> <p>x</p> <p></p> <p>x</p> <p>x</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p>	<p>Specifically blends and consonant digraphs; Helping Hand #3</p> <p>pattern,</p> <p>CVC, CVCe</p> <p>noticing sentence, day 1 and 4 of GRP, shared writing</p> <p>abbreviation, initials, irregular</p> <p>#5 on Helping Hand</p> <p>fluent, comprehend</p>
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<p>RF. 5 Fluency and Comprehension- Demonstrate accuracy and fluency when reading; orally read grade-level appropriate or higher text smoothly and accurately, with expression that connotes comprehension at the independent level</p> <p>RL. 1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. Interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p> <p>RL. 2 Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes.</p> <p>RL. 2.1 Ask and answer questions to demonstrate understanding of main idea and key details in a text</p> <p>RL. 4.1 Use information gained from the illustrations and words in print or digital</p>	<p>x</p> <p>x</p>			<p>CAFÉ lessons</p> <p>fiction, genre, literature</p> <p>question words: who, what, where, when, why, how, character, setting, plot</p> <p>Helping Hand #1 and #2</p>
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<p>text to demonstrate understanding of its characters, setting, and plot</p> <p>RN. 1 Read and comprehend a variety of nonfiction proficiently and independently</p> <p>RN. 2.1 Ask and answer questions about the main idea and supporting facts/details to confirm understanding</p> <p>RN. 3.3 Identify what the author wants to answer, explain, or describe in the text</p> <p>RV. 1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary</p> <p>RV. 3.1 Recognize that authors use words (regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem or song</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p>			<p>Non-fiction, passage, informational text, topic</p> <p>main idea, supporting details</p> <p>author, entertain, inform, explain, describe, purpose</p> <p>book discussions, turn and talk</p> <p>Specifically alliteration</p>
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<p>W.1 Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts</p>	<p>x</p>			<p>Respond</p>
<p>W.2.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person</p>	<p>x</p>			<p>Rubric</p>
<p>W.6.2b Punctuation- correctly use a period, question mark, or exclamation mark</p>	<p>x</p>			<p>Period, exclamation mark, question mark, edit</p>
<p>SL.1/2.3 Listen actively, take turns SL.2.1 Participate in collaborative conversations SL.2.4 Ask for clarification SL.2.5 Build on others' talk</p>	<p>x</p>			<p>Communicate</p> <p>Clarify, Connect</p>

Quarter 1 B

Weeks 4-6

Standard	Introduce	Focus	Maintain	Vocabulary/Strategies
RF. 4.1 Build upon previous- consonant blends, digraphs, short/long vowels, vowel teams and r-controlled vowels *W.6.2c	x			Specifically long vowels(CVCe and vowel teams)
RF. 4.2 Use knowledge of 6 major syllable patterns-CVC, CVCe, VV(teams), Vr, V, Cle independent of context	x			CVCe and VV
RF. 4.3 Apply knowledge of short and long vowels when reading regularly spelled one syllable words *W.6.2c		x		sight words in “noticing sentence”, day 1 and 4 of GRP, shared writing
RF. 4.4 Recognize and read common words and irregularly spelled high-frequency words and abbreviations			x	

<p>RF. 4.5 Know and use common word families *W.6.2c</p>			x	Helping Hand #5
<p>RF. 5 Fluency and Comprehension- Demonstrate accuracy and fluency when reading; orally read grade-level appropriate or higher text smoothly and accurately, with expression that connotes comprehension at the independent level</p>		x		CAFÉ lessons
<p>RL. 2.1 Ask and answer questions to demonstrate understanding of main idea and key details in a text</p>		x		5 W's and H inferences/infer
<p>RL. 2.3 Describe how characters in a story respond to major events and how characters affect plot</p>	x	x		theme; life lesson

<p>RL. 2.4 Make predictions about the content of the text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why</p>	<p>x</p>	<p>x</p>		<p>predict, schema, confirm, context clues</p>
<p>RL. 4.1 Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, and plot</p>		<p>x</p>		
<p>RN. 2.1 Ask and answer questions about the main idea and supporting facts/details to confirm understanding</p>	<p>x</p>			<p>Main idea, details, facts</p>
<p>RN. 3.3 Identify what the author wants to answer, explain, or describe in the text</p>	<p>x</p>			<p>Audience, explain, describe</p>
<p>RV. 1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary</p>	<p>x</p>			

W.3.3/4 Apply the writing process	x			Personal narratives, prompt, plan, draft
W.6.2a Capitalize greetings, months and days of the week, titles and initials in names, and proper names, including holidays and geographic names	x			Specifically days of the week and months Capitalize, date
SL.1/2.3 Listen actively, take turns SL.2.1 Participate in collaborative conversations SL.2.4 Ask for clarification SL.2.5 Build on others' talk		x		

Quarter 1 C

Weeks 7-9

Standard	Introduce	Focus	Maintain	Vocabulary/Strategies
RF. 4.1 Build upon previous- consonant blends, digraphs, short/long vowels, vowel teams and r-controlled vowels		x		Specifically long vowels(CVCe and vowel teams)
RF. 4.2 Use knowledge of 6 major syllable patterns-CVC, CVCe, VV(teams), Vr, V, Cle independent of context *W.6.2c		x		CVCe and VV (ea, oa, ai, etc.)
RF. 4.3 Apply knowledge of short and long vowels when reading regularly spelled one syllable words *W.6.2c			x	sight words in “noticing sentence”, phase 1 of GRP, shared writing
			x	

<p>RF. 4.4 Recognize and read common words and irregularly spelled high-frequency words and abbreviations</p>				
<p>RF. 4.5 Know and use common word families</p>			<p>x</p>	<p>Helping Hand #5</p>
<p>RF. 4.6 Read multi-syllabic words composed of root words, prefixes, suffixes; read contractions, possessives, and compound words</p>	<p>x</p>	<p>x</p>		<p>Specifically root words, compound words</p>
<p>RF. 5 Fluency and Comprehension- Demonstrate accuracy and fluency when reading; orally read grade-level appropriate or higher text smoothly and accurately, with expression that connotes comprehension at the independent level</p>			<p>x</p>	<p>CAFÉ lessons</p>
<p>RL. 2.1 Ask and answer questions to demonstrate understanding of main idea and key details in a text</p>			<p>x</p>	<p>theme, life lesson</p>

<p>RL. 2.3 Describe how characters in a story respond to major events and how characters affect plot</p>				
<p>RL. 3.1 Describe overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p>	<p>X</p>	<p>X</p>		<p>organization, beginning/introduction, ending/conclusion</p>
<p>RN. 2.1 Ask and answer questions about the main idea and supporting facts/details to confirm understanding</p>	<p>X</p>			<p>Specifically headings</p>
<p>RN. 3.1 Use various text features to locate key facts or information and explain how they contribute to and clarify a text table of contents, index, headings, captions</p>	<p>X</p>			<p>Author's purpose</p>

RN. 3.3 Identify what the author wants to answer, explain, or describe in the text	x			Specifically synonyms
RV. 2.2 Identify relationships among words, including common synonyms, antonyms, and multiple-meaning words	x			Respond to reading
W.1				
W.6.1a Write sentences with common, proper, possessive, irregular plural and collective nouns; personal and possessive pronouns	x			Plural, common, proper
SL.1/2.3 Listen actively, take turns			x	Presentation
SL.2.1 Participate in collaborative conversations				
SL.2.4 Ask for clarification				
SL.2.5 Build on others' talk				

Quarter 2A Weeks 10-12

Standard	Introduce	Focus	Maintain	Vocabulary/Strategies
RF. 4.1 Build upon previous- consonant blends, digraphs, short/long vowels, vowel teams and r-controlled vowels		x		Specifically less common vowel digraphs(ou, ie, ey, oo, etc)
RF. 4.2 Use knowledge of 6 major syllable patterns-CVC, CVCe, VV(teams), Vr, V, Cle independent of context		x		VV
RF. 4.3 Apply knowledge of short and long vowels when reading regularly spelled one syllable words			x	sight words in “noticing sentence”, phase 1 of GRP, shared writing
RF. 4.4 Recognize and read common words and irregularly spelled high-frequency words and abbreviations			x	abbreviation
RF. 4.5 Know and use common word families			x	Helping Hand #5

<p>RF. 4.6 Read multi-syllabic words composed of root words, prefixes, suffixes; read contractions, possessives, and compound words</p> <p>RF. 5 Fluency and Comprehension- Demonstrate accuracy and fluency when reading; orally read grade-level appropriate or higher text smoothly and accurately, with expression that connotes comprehension at the independent level</p> <p>RL. 2.2 Recount the beginning, middle, and ending of fables and folktales from diverse cultures. Determine the central message, lesson, or moral</p> <p>RL. 2.4 Make predictions about the content of the text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why</p>	<p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p>x</p> <p>x</p>	<p>root words, compound words</p> <p>prefixes, suffixes</p> <p>CAFÉ lessons</p> <p>culture, message, moral, sequence, summarize</p>
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<p>RL. 3.1 Describe overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p> <p>RN. 3.3 Identify what the author wants to answer, explain, or describe in the text</p> <p>RN. 4.1 Describe how an author uses facts to support specific points in a text</p> <p>RV. 1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary</p> <p>RV 2.1 Use context clues(e.g. word and sentence clues and text features to determine the meaning of unknown words</p> <p>W.3.3/4 Apply the writing process</p>	<p></p> <p></p> <p></p> <p>x</p> <p></p> <p>x</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p>facts, points</p> <p></p> <p></p> <p>Provide a beginning to a narrative; Use temporal words to signal events;</p>
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W.6.1a Write sentences with common, proper, possessive, irregular plural and collective nouns; personal and possessive pronouns		x		pronouns
W.6.2a Capitalize greetings, months and days of the week, titles and initials in names, and proper names, including holidays and geographic names		x		Specifically titles and initials in names and proper names

Quarter 2B

Weeks 13-15

Standard	Introduce	Focus	Maintain	Vocabulary/Strategies
RF. 4.1 Build upon previous- consonant blends, digraphs, short/long vowels, vowel teams and r-controlled vowels	x	x		Specifically r controlled vowels
RF. 4.2 Use knowledge of 6 major syllable patterns-CVC, CVCe, VV(teams), Vr, V, Cle independent of context		x		Vr
RF. 4.3 Apply knowledge of short and long vowels when reading regularly spelled one syllable words			x	sight words in “noticing sentence”, phase 1 of GRP, shared writing
RF. 4.4 Recognize and read common words and irregularly spelled high-frequency words and abbreviations				
RF. 4.5 Know and use common word families			x	Helping Hand #5

<p>RF. 4.6 Read multi-syllabic words composed of root words, prefixes, suffixes; read contractions, possessives, and compound words</p> <p>RF. 5 Fluency and Comprehension- Demonstrate accuracy and fluency when reading; orally read grade-level appropriate or higher text smoothly and accurately, with expression that connotes comprehension at the independent level</p> <p>RL. 3.1 Describe overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p> <p>RL. 4.2 Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world</p>	<p></p> <p></p> <p></p> <p>x</p>	<p></p> <p>x</p> <p></p> <p>x</p>	<p></p> <p>x</p> <p></p> <p>x</p>	<p>prefixes, suffixes</p> <p>possessives</p> <p>CAFÉ lessons</p> <p>compare, contrast</p>
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RN. 3.2 Identify how a nonfiction text can be structured to compare and contrast	x	x		compare, contrast
RN. 3.3 Identify what the author wants to answer, explain, or describe in the text			x	
RV. 2.2 Identify relationships among words, including common synonyms, antonyms, and multiple-meaning words		x		Specifically antonyms
RV. 2.4 Use a root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word	x			
RV. 3.1 Recognize that authors use words (regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem or song		x		Repeating lines or words- how does that create a beat? rhythm?
W.4 Apply the writing process		x		Identify complete and incomplete sentences ; write complete sentences

<p>W. 6.1b Write sentences with past tense of frequently occurring irregular verbs; understand the functions of action and linking verbs</p>	<p>x</p>			
<p>W 6.1c Write sentences that use adjectives and adverbs</p>	<p>x</p>			<p>Specifically adjectives</p>
<p>W. 6.2b Use an apostrophe for singular possessives</p>		<p>x</p>		<p>apostrophe</p>
<p>W.6.2a Capitalize greetings, months and days of the week, titles and initials in names, and proper names, including holidays and geographic names</p>		<p>x</p>		<p>Specifically geographical names</p>

Quarter 2 C Weeks 16-18

Standard	Introduce	Focus	Maintain	Vocabulary/Strategies
RF. 4.1 Build upon previous- consonant blends, digraphs, short/long vowels, vowel teams and r-controlled vowels			x	Specifically r controlled vowels
RF. 4.2 Use knowledge of 6 major syllable patterns-CVC, CVCe, VV(teams), Vr, V, Cle independent of context	x	x		Cle
RF. 4.3 Apply knowledge of short and long vowels when reading regularly spelled one syllable words			x	sight words in “noticing sentence”, phase 1 of GRP, shared writing
RF. 4.4 Recognize and read common words and irregularly spelled high-frequency words and abbreviations			x	Helping Hand #5

<p>RF. 4.5 Know and use common word families</p> <p>RF. 4.6 Read multi-syllabic words composed of root words, prefixes, suffixes; read contractions, possessives, and compound words</p> <p>RF. 5 Fluency and Comprehension- Demonstrate accuracy and fluency when reading; orally read grade-level appropriate or higher text smoothly and accurately, with expression that connotes comprehension at the independent level</p> <p>RL. 3.2 Acknowledge differences in points of view of characters. Identify dialogue as words spoken by characters, usually enclosed in quotation marks.</p>	<p>x</p>	<p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>possessives</p> <p>contractions</p> <p>CAFÉ lessons</p> <p>quotation marks, point of view, dialogue</p>
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RN. 3.2 Identify how non-fiction text can be structured to describe a procedure		x		
RN. 4.1 Describe how an author uses facts to support specific points in a text		x		
RV. 2.2 Identify relationships among words, including common synonyms, antonyms, and multiple-meaning words	x			Specifically multiple-meaning words
RV. 2.5 Consult reference materials (dictionary), both print and digital to determine and clarify meanings of words and phrases		x		Onomatopoeia
RV. 3.1 Recognize that authors use words (regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem or song	x			*combine with a friendly letter, body of letter, heading/date, signature, closing
W. 3.2 Write a paragraph(s) on a topic that introduces an opinion with a				

<p>concluding statement or section and multiple reasons to explain why a certain course of action should be followed</p> <p>W.3.3/4 Apply the writing process</p> <p>W. 6.1b Write sentences with past tense of frequently occurring irregular verbs; understand the functions of action and linking verbs</p> <p>W 6.1c Write sentences that use adjectives and adverbs</p> <p>W.6.2a Capitalize greetings, months and days of the week, titles and initials in names, and proper names, including holidays and geographic names</p> <p>W. 6.2b Use an apostrophe to form contractions; use commas in greeting and closings of letters, dates</p>	<p>x</p>	<p>x</p> <p>x</p> <p>x</p>		<p>Conclusions for personal narratives; Revise</p> <p>Specifically adverbs</p> <p>Specifically holidays</p>
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Quarter 3A
Weeks 19-21

Standard	Introduce	Focus	Maintain	Vocabulary/Strategies
<p>RF. 4.2 Use knowledge of 6 major syllable patterns-CVC, CVCe, VV(teams), Vr, V, Cle independent of context</p> <p>RF. 4.4 Recognize and read common words and irregularly spelled high-frequency words and abbreviations</p> <p>RF. 4.5 Know and use common word families</p> <p>RF. 4.6 Read multi-syllabic words composed of root words, prefixes, suffixes; read contractions, possessives, and compound words</p> <p>RF. 5 Fluency and Comprehension- Demonstrate accuracy and fluency when reading; orally read grade-level appropriate or higher text smoothly and</p>			<p style="text-align: center;">x</p> <p style="text-align: center;">x</p> <p style="text-align: center;">x</p> <p style="text-align: center;">x</p> <p style="text-align: center;">x</p>	<p>sight words in “noticing sentence”, phase 1 of GRP, shared writing</p>

<p>accurately, with expression that connotes comprehension at the independent level</p> <p>RL. 3.1 Describe overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p> <p>RL. 3.2 Acknowledge differences in points of view of characters. Identify dialogue as words spoken by characters, usually enclosed in quotation marks</p> <p>RN. 3.2 Identify how a nonfiction text can be structured to explain cause and effect</p> <p>RN. 3.1 Use various text features to locate key facts or information and explain how they contribute to and clarify a text</p>		<p>x</p>	<p>x</p> <p>x</p> <p>x</p>	<p>table of contents, index, headings, captions, diagram,</p>
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<p>2. RV 2.1 Use context clues(e.g. word and sentence clues and text features to determine the meaning of unknown words</p> <p>RV. 2.2 Identify relationships among words, including common synonyms, antonyms, and multiple-meaning words</p> <p>RV. 2.4 Use a root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word</p> <p>RV. 3.1 Recognize that authors use words (regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem or song</p> <p>W. 3.2 Write a paragraph(s) on a topic that introduces an opinion with a</p>			<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>Similes, idioms</p>
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<p>concluding statement or section and multiple reasons to explain why a certain course of action should be followed</p> <p>W.3.3/4 Apply the writing process</p> <p>W 6.1c Write sentences that use adjectives and adverbs</p> <p>W. 6.1b Write sentences with past tense of frequently occurring irregular verbs; understand the functions of action and linking verbs</p> <p>W. 6.2b Use commas in a series</p> <p>ML. 1 Recognize the role of media in informing, persuading, entertaining, and transmitting culture</p> <p>ML.2.1 Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture</p>	<p>x</p>	<p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p>	<p>Provide details to describe actions, thoughts, and feelings</p>
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Quarter 3B

Weeks 22-24

Standard	Introduce	Focus	Maintain	Vocabulary/Strategies
RF. 4.1 Build upon previous- consonant blends, digraphs, short/long vowels, vowel teams and r-controlled vowels			x	
RF. 4.2 Use knowledge of 6 major syllable patterns-CVC, CVCe, VV(teams), Vr, V, Cle independent of context			x	
RF. 4.4 Recognize and read common words and irregularly spelled high-frequency words and abbreviations			x	
RF. 4.5 Know and use common word families			x	Helping Hand #5
RF. 4.6 Read multi-syllabic words composed of root words, prefixes,			x	

<p>suffixes; read contractions, possessives, and compound words</p> <p>RL. 2.3 Describe how characters in a story respond to major events and how characters affect plot</p> <p>RL. 2.4 Make predictions about the content of the text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why</p> <p>RN. 2.3 Describe the connection between a series of historical events, scientific ideas/concepts, and steps in a process</p> <p>RV. 2.5 Consult reference materials, both print and digital, to determine and clarify meanings of words and phrases</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>Describe, description</p> <p>Dictionary , thesaurus, atlas</p>
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W.3.3/4 Apply the writing process			X	
W.5 With support, conduct short research on a topic		X		
ML. 1 Recognize the role of media in informing, persuading, entertaining, and transmitting culture		X		
ML.2.1 Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture				

Quarter 3C

Weeks 25-27

Standard	Introduce	Focus	Maintain	Vocabulary/Strategies
RF. 4.1 Build upon previous- consonant blends, digraphs, short/long vowels, vowel teams and r-controlled vowels			x	
RF. 4.2 Use knowledge of 6 major syllable patterns-CVC, CVCe, VV(teams), Vr, V, Cle independent of context			x	
RF. 4.4 Recognize and read common words and irregularly spelled high-frequency words and abbreviations			x	
RF. 4.5 Know and use common word families			x	Helping Hand #5
RF. 4.6 Read multi-syllabic words composed of root words, prefixes,			x	

<p>suffixes; read contractions, possessives, and compound words</p> <p>RF. 5 Fluency and Comprehension- Demonstrate accuracy and fluency when reading; orally read grade-level appropriate or higher text smoothly and accurately, with expression that connotes comprehension at the independent level</p> <p>RL. 2.3 Describe how characters in a story respond to major events and how characters affect plot</p> <p>RL. 2.4 Make predictions about the content of the text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why</p>			<p>X</p> <p>X</p> <p>X</p>	
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<p>RL. 3.2 Acknowledge differences in points of view of characters. Identify dialogue as words spoken by characters, usually enclosed in quotation marks</p>			X	
<p>RN. 3.2 Identify how a nonfiction text can be structured to explain cause and effect</p>			X	
<p>RN. 3.1 Use various text features to locate key facts or information and explain how they contribute to and clarify a text</p>			X	
<p>RN. 4.1 Describe how an author uses facts to support specific points in a text</p>			X	
<p>W. 3.2 Write a paragraph(s) that introduces a topic, provides facts and details, and has a concluding statement</p>	X			Poetry
<p>W.3.3/4 Apply the writing process</p>		X	X	

W.6.2a Capitalize greetings, months and days of the week, titles and initials in names, and proper names, including holidays and geographic names				
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Quarter 4A Weeks 28-30

Standard	Introduce	Focus	Maintain	Vocabulary/Strategies
RF. 4.1 Build upon previous- consonant blends, digraphs, short/long vowels, vowel teams and r-controlled vowels			x	
RF. 4.2 Use knowledge of 6 major syllable patterns-CVC, CVCe, VV(teams), Vr, V, Cle independent of context			x	
RF. 4.4 Recognize and read common words and irregularly spelled high-frequency words and abbreviations			x	
RF. 4.5 Know and use common word families			x	Helping Hand #5
RF. 4.6 Read multi-syllabic words composed of root words, prefixes,			x	

<p>suffixes; read contractions, possessives, and compound words</p> <p>RF. 5 Fluency and Comprehension- Demonstrate accuracy and fluency when reading; orally read grade-level appropriate or higher text smoothly and accurately, with expression that connotes comprehension at the independent level</p> <p>RL. 2.3 Describe how characters in a story respond to major events and how characters affect plot</p> <p>RL. 2.4 Make predictions about the content of the text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why</p>			<p>X</p> <p>X</p> <p>X</p>	
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<p>RL. 3.2 Acknowledge differences in points of view of characters. Identify dialogue as words spoken by characters, usually enclosed in quotation marks</p>			<p>X</p>	
<p>RN. 2.3 Describe the connection between a series of historical events, scientific ideas/concepts, and steps in a process</p>		<p>X</p>		
<p>RN. 3.2 Identify how a nonfiction text can be structured to explain compare and contrast</p>			<p>X</p>	
<p>RN. 3.1 Use various text features to locate key facts or information and explain how they contribute to and clarify a text</p>			<p>X</p>	
<p>RN. 4.2 Compare and Contrast the most important points presented by two texts on the same topic</p>	<p>X</p>			
			<p>X</p>	

<p>RV. 2.2 Identify relationships among words, including common synonyms, antonyms, and multiple-meaning words</p>				
<p>RV. 3.1 Recognize that authors use words (regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem or song</p>			<p>X</p>	
<p>RV. 3.2 Determine the meanings of words and phrases in a nonfiction text for a second grade topic</p>		<p>X</p>		<p>Specifically research</p>
<p>W.4 Apply the writing process</p>		<p>X</p>		
<p>ML. 1 Recognize the role of media in informing, persuading, entertaining, and transmitting culture</p>				
<p>ML.2.1 Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture</p>				

Quarter 4B

Weeks 31-33

Standard	Introduce	Focus	Maintain	Vocabulary/Strategies
RF. 4.1 Build upon previous- consonant blends, digraphs, short/long vowels, vowel teams and r-controlled vowels			x	
RF. 4.2 Use knowledge of 6 major syllable patterns-CVC, CVCe, VV(teams), Vr, V, Cle independent of context			x	
RF. 4.5 Know and use common word families			x	
RF. 4.6 Read multi-syllabic words composed of root words, prefixes, suffixes; read contractions, possessives, and compound words			x	

<p>RF. 5 Fluency and Comprehension- Demonstrate accuracy and fluency when reading; orally read grade-level appropriate or higher text smoothly and accurately, with expression that connotes comprehension at the independent level</p>			<p>X</p>	
<p>RL. 2.3 Describe how characters in a story respond to major events and how characters affect plot</p>			<p>X</p>	
<p>RL. 2.4 Make predictions about the content of the text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why</p>			<p>X</p>	
<p>RL. 3.2 Acknowledge differences in points of view of characters. Identify dialogue as words spoken by characters, usually enclosed in quotation marks</p>			<p>X</p>	
<p>RN. 2.3 Describe the connection between a series of historical events,</p>			<p>X</p>	

<p>scientific ideas/concepts, and steps in a process</p> <p>RN. 4.2 Compare and contrast the most important points presented by two texts on the same topic</p> <p>RV. 2.5 Consult reference materials (dictionary), both print and digital to determine and clarify meanings of words and phrases</p> <p>W.4 Apply the writing process</p>		<p>x</p> <p>x</p>	<p>x</p>	<p>Specifically research</p>
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Quarter 4C

Weeks 34-36

Standard	Introduce	Focus	Maintain	Vocabulary/Strategies
RF. 4.1 Build upon previous- consonant blends, digraphs, short/long vowels, vowel teams and r-controlled vowels			x	
RF. 4.2 Use knowledge of 6 major syllable patterns-CVC, CVCe, VV(teams), Vr, V, Cle independent of context			x	
RF. 4.4 Recognize and read common words and irregularly spelled high-frequency words and abbreviations			x	
RF. 4.5 Know and use common word families			x	

<p>RF. 4.6 Read multi-syllabic words composed of root words, prefixes, suffixes; read contractions, possessives, and compound words</p>			<p>X</p>	
<p>RF. 5 Fluency and Comprehension- Demonstrate accuracy and fluency when reading; orally read grade-level appropriate or higher text smoothly and accurately, with expression that connotes comprehension at the independent level</p>			<p>X</p>	
<p>RL. 2.3 Describe how characters in a story respond to major events and how characters affect plot</p>			<p>X</p>	
<p>RL. 2.4 Make predictions about the content of the text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why</p>			<p>X</p>	

<p>RN. 2.3 Describe the connection between a series of historical events, scientific ideas/concepts, and steps in a process</p> <p>RN. 4.2 Compare and contrast the most important points presented by two texts on the same topic</p> <p>W. 4 Apply the writing process</p> <p>ML. 1 Recognize the role of media in informing, persuading, entertaining, and transmitting culture</p> <p>ML.2.1 Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture</p>			<p>X</p> <p>X</p> <p>X</p> <p>X</p>	
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