

Grade Level:	2nd
Class Title:	Language Arts
Subject:	Language Arts
Class Description:	<p>Student will develop phonemic awareness, phonics skills, reading fluency, vocabulary, reading comprehension, writing, spelling, and other literacy skills appropriate to 2nd grade.</p> <p>This class will work toward one or more CCSS. This will be a year-long class, spanning the 2018-2019 school year.</p> <p>The estimated instructional hours for this class are _____ per week.</p>
Learning Materials:	List all materials.
Learning Goals/ Performance Objectives:	<p>For Literature:</p> <ul style="list-style-type: none"> • Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • Describe how characters in a story respond to major events and challenges. • Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. • Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • Compare and contrast two or more versions of the same story by different authors or from different cultures. • By the end of the year, read and comprehend literature, including stories and poetry, on grade level, proficiently. <p>For Informational Text:</p> <ul style="list-style-type: none"> • Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. • Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. • Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- By the end of the year, read and comprehend information texts, including history/social studies, science, and technical texts on 2nd grade level.

For Foundational Reading Skills:

- Know and apply grade-level phonics and words analysis skills in decoding words.
 - Distinguish long and short vowels when reading phonetically spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate sight words.
- Read with sufficient accuracy, fluency, and expression to support comprehension.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

For Writing:

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, using linking words (e.g., “because”, “and,” “also”) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feels, use “time” words to signal event order, and provide a sense of closure.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

For Speaking and Listening:

- Participate in collaborative conversations with diverse partners about Grade 2

topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up confusion about the topics and texts being discussed.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

For Language Usage:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use collective nouns (e.g., "group").
 - Form and use frequently occurring irregular plural nouns (e.g., "feet," "children," "teeth").
 - Use reflexive pronouns (e.g., "myself," "ourselves").
 - Form and use the past tense of frequently occurring irregular verbs (e.g., "sat," "hid," "told").
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - Produce, expand, and rearrange complete simple and compound sentences (e.g., "The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy").
- Demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing.
 - Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., cage – badge; boy – boil).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Compare formal and informal uses of English.
 - glance”).
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse)
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings.
 - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (thin, slender, skinny).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., “When other kids are happy that makes me happy).

For Reading Range, Quality, and Complexity

Read (and listen to adults read aloud) stories (including adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth), dramas, poetry, and literary nonfiction and historical, scientific, and technical texts.

A team of certificated teachers who are highly qualified in this subject matter has reviewed this WSLP.

Learning Activities:

(Student Name) will complete 4 phonics lessons a week.

(Student Name) will complete 4 spelling lessons a week.

(Student Name) will read 20 minutes each day.

(Student Name) will complete 4 reading lessons each week.

(Student Name) will listen to a read aloud 20 minutes each day.

(Student Name) will complete 4 handwriting pages each week.

(Student Name) will complete one written assignment using the 5 step writing process

each month.

(Student Name) will complete 3 language art lessons each week.

(Student Name) will draw/write in a journal 2 times each week.

(Student Name) will practice reading aloud 5 minutes each day.

**Progress
Criteria/
Methods of
Evaluation:**

[Student's name] will keep a portfolio of weekly work samples and any written assessments to present to consultant at face-to-face meetings each month. Monthly assessments will be completed by the consultant/certified teacher. Monthly Progress will be marked satisfactory or unsatisfactory based on the professional judgment of the certified teacher using parent input, work samples, and monthly assessments.