

Texas' English Language Arts Standards – Second Grade

Reading: Foundational Language Skills

Knowledge and skills	Spalding Teacher's Guide	Comments <i>*WRTR 6<sup>th</sup> Revised Edition</i>	Spalding Resource Center
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>			
<p>(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses</p>	<p><u>Planning Section</u> p. 55 Comprehension #1 (<i>teach and practice</i>) p. 55 Literary Appreciation/Fluency #2 (<i>teach and practice</i>) <u>Delivering Section</u> p. 86-89 (<i>teach</i>)</p>	<p><b>Listen actively</b> p. 96 Delivering Integrated Writing Instruction (<i>teach</i>) <b>Ask relevant questions</b> p. 173 last paragraph regarding reading comprehension strategies continued on page 174 (<i>teach</i>) p. 27 Aligning Questions and Responses to Each Objective: Examples (<i>teach</i>) <b>Answer questions</b> p. 35 Articulation and Reflection (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Collins Model of Instruction (<i>teach</i>)</p>
<p>(B) follow, restate, and give oral instructions that</p>	<p><b>Follow</b> <u>Delivering Section</u> p. 6 (<i>teach and practice</i>) p. 24-25 (<i>teach and practice</i>) p. 40-41 (<i>teach and practice</i>)</p>	<p><b>Follow instructions</b> p. 181 Attention Management continued on p. 182 (<i>teach</i>) <b>Restate instructions</b> p. 184 Articulation (<i>teach</i>)</p>	

<p>involve a series of related sequences of action;</p>	<p><b>Restate</b>  <u>Delivering Section</u>  p. 8 (<i>teach and practice</i>)  p. 10-12 (<i>teach and practice</i>)  p. 34 (<i>teach and practice</i>)  p. 38 (<i>teach and practice</i>)  p. 40-41 (<i>teach and practice</i>)  p. 44 (<i>teach and practice</i>)  p. 48 (<i>teach and practice</i>)  p. 52 (<i>teach and practice</i>)  p. 55 (<i>teach and practice</i>)  p. 59 (<i>teach and practice</i>)  p. 63 (<i>teach and practice</i>)  p. 66 (<i>teach and practice</i>)  p. 70 (<i>teach and practice</i>)  p. 74 (<i>teach and practice</i>)  p. 77 (<i>teach and practice</i>)  p. 81 (<i>teach and practice</i>)  p. 85 (<i>teach and practice</i>)  p. 89 (<i>teach and practice</i>)  <b>Give</b>  <u>Delivering Section</u>  p. 20 (<i>teach and practice</i>)  p. 27-28 (<i>teach and practice</i>)</p>	<p><b>Give oral instructions</b> p. 184 Articulation (<i>teach</i>)</p>	
<p>(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively</p>	<p><u>Delivering Section</u>  Fluent and Expressive Reading Procedures p. 84-85 (<i>teach</i>)</p>		<p>Downloadable &gt; All Grades &gt; Assessment Checklists, Forms &amp; Analyses &gt; Oral Presentation Rubric (<i>practice</i>)</p> <p>Teacher’s Guides &gt; Second Grade Teacher’s Guides &gt; Oral Reading Fluency Manual p. 348-349 (<i>teach and practice</i>)  <b>Employing speaking rate</b></p>

			<p>Teacher's Guides &gt; Second Grade Teacher's Guides &gt; Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Pacing/Tempo (<i>teach and practice</i>)</p> <p><b>Employing volume</b> Teacher's Guides &gt; Second Grade Teacher's Guides &gt; Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Intonation (<i>teach and practice</i>)</p> <p><b>Employing enunciation</b> Teacher's Guides &gt; Second Grade Teacher's Guides &gt; Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Enunciation/Stress (<i>teach and practice</i>)</p> <p><b>Employing the conventions of language</b> Teacher's Guides &gt; Second Grade Teacher's Guides &gt; Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Phrasing (<i>teach and practice</i>)</p>
(D) work collaboratively with others by following agreed-upon rules for			Downloadable All Grades > Writing > Group Project

<p>discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others</p>			<p>Organizer Template &amp; Group Project Organizer Example</p> <p><i>(Teach and Practice)</i></p>
<p>(E) develop social communication such as distinguishing between asking and telling</p>	<p><u>Planning Section</u>  p. 55 Composition #1 (<i>teach and practice</i>)  p. 59 Composition #2 (<i>teach and practice</i>)  p. 63 Composition #1 (<i>teach and practice</i>)</p>	<p>p. 35 Articulation and Reflection (<i>teach</i>)</p>	
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>			

<p>(A) demonstrate phonological awareness by: (i) producing a series of rhyming words; (ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and (iv) manipulating phonemes within base words</p>	<p><b>Rhyming</b>  <b>Long and short vowel (1 syllable)</b>  <u>Planning Section</u>  p. 60 High Frequency Vocabulary #2-3 (<i>teach</i> and <i>practice</i>)  <u>Planning Section</u>  p. 62 High Frequency Vocabulary #1 (<i>teach</i> and <i>practice</i>)  <b>Long and short vowel (multisyllable)</b>  <u>Planning Section</u>  p. 64 High Frequency Vocabulary #4-5 (<i>teach</i> and <i>practice</i>)  p. 68 High Frequency Vocabulary #4-6 (<i>teach</i> and <i>practice</i>)  <b>Recognize change in word when phoneme added, changed, or removed</b>  <u>Planning Section</u>  p. 64 Oral Sentence Construction with Vocabulary Development #2-3 (<i>teach</i> and <i>practice</i>)  <b>Manipulating phonemes within base words</b>  <u>Planning Section</u>  Daily High Frequency Vocabulary Objective #1-3 (Analyzing and marking words in the notebook) from the Spelling/Vocabulary High Frequency Word List p. 252-394 → Writing Road to Reading)</p>	<p>p. 170 Orthographic Unit Recognition (<i>teach</i>)  p. 220-223 Rules of Pronunciation, Spelling, and Language (<i>teach</i>)  p. 172 Spatial Placement (<i>teach</i>)  <b>Decoding words with syllable patterns</b>  p. 225-226 (<i>teach</i>)  <b>Decoding words with prefixes and suffixes</b>  p. 224 Morphology (<i>teach</i>)  <b>Identifying high frequency words</b>  p. 172 Lexical Subprocess (Vocabulary) (<i>teach</i>)  p. 252 first two paragraphs (<i>teach</i>)  <b>Reading high frequency words</b>  p. 152 Reading for Spelling and Reading for Reading (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Syllable Division Patterns Chart &amp; Worksheet (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Activities (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Intervention and Enrichment &gt; Beginning Fluency Practice (<i>practice</i>)</p>
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<p>.(B) demonstrate and apply phonetic knowledge by: (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (ii) decoding words with silent letters such as knife and gnat; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, ed, -ing, -er, and -est; and (vii) identifying and reading high-frequency words from a research-based list</p>	<p><b>Demonstrate phonetic knowledge by decoding words with short, long, or variant vowels</b>  <u>Planning Section</u>  p. 80 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)  p. 82 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding words with trigraphs</b>  <u>Planning Section</u>  p. 98 High Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding words with blends</b>  <u>Planning Section</u>  p. 74 High Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding words with silent letters</b>  <u>Planning Section</u>  p. 110 High Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding multisyllabic words with closed syllables</b>  <u>Planning Section</u>  p. 64 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)</p>	<p>p. 170 Orthographic Unit Recognition (<i>teach</i>)  p. 220-223 Rules of Pronunciation, Spelling, and Language (<i>teach</i>)  p. 172 Spatial Placement (<i>teach</i>)</p> <p><b>Decoding words with syllable patterns</b>  p. 225-226 (<i>teach</i>)</p> <p><b>Decoding words with prefixes and suffixes</b>  p. 224 Morphology (<i>teach</i>)</p> <p><b>Identifying high frequency words</b>  p. 172 Lexical Subprocess (Vocabulary) (<i>teach</i>)  p. 252 first two paragraphs (<i>teach</i>)</p> <p><b>Reading high frequency words</b>  p. 152 Reading for Spelling and Reading for Reading (<i>teach</i>)</p> <p>Spelling/Vocabulary High Frequency Word List p. 252-394</p>	<p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Syllable Division Patterns Chart &amp; Worksheet (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Activities (<i>practice</i>)</p> <p><b>Contractions</b>  Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 03 &gt; Writing &gt; G2W3SCV2 (<i>practice</i>)</p> <p><b>Closed Syllables</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 1 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 03 &gt; Writing &gt; G2W3HFV4 (<i>practice</i>)</p> <p><b>Open Syllables</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 3 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 04 &gt; Writing &gt; G2W4HFV4_6 (<i>practice</i>)</p>
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	<p><b>Demonstrate phonetic knowledge by decoding multisyllabic words with open syllables</b>  <u>Planning Section</u>  p. 66 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding multisyllabic words with VCe syllables</b>  <u>Planning Section</u>  p. 68 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs</b>  <u>Planning Section</u>  p. 78 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs</b>  <u>Planning Section</u>  p. 78 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding multisyllabic words with r-controlled syllables</b>  <u>Planning Section</u></p>		<p><b>VCE</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 3 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 06 &gt; Writing &gt; G2W6HFV3_6 (<i>practice</i>)</p> <p><b>Final stable syllables</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 5 (<i>teach and practice</i>)</p> <p><b>Blends</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 8 (<i>teach and practice</i>)</p> <p><b>Compound word</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 9 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 06 &gt; Writing &gt; G2W6SCV2 (<i>practice</i>)</p>
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	<p>p. 78 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)  <b>Demonstrate phonetic knowledge by decoding multisyllabic words with final stable syllables</b>  <u>Planning Section</u></p> <p>p. 72 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)  <b>Demonstrate phonetic knowledge by decoding compound words</b>  <u>Planning Section</u></p> <p>p. 76 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)  <b>Demonstrate phonetic knowledge by decoding contractions</b>  <u>Planning Section</u></p> <p>p. 100 High Frequency Vocabulary #3 (<i>teach and practice</i>)  <b>Demonstrate phonetic knowledge by decoding common abbreviations</b>  <u>Planning Section</u></p> <p>p. 106 High Frequency Vocabulary #3 (<i>teach and practice</i>)  <b>Demonstrate phonetic knowledge by decoding words using knowledge of syllable division patterns</b>  <u>Planning Section</u></p> <p>p. 84 High Frequency Vocabulary #4 (<i>teach and practice</i>)</p>		<p><b>S/-Es</b>  Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 01 &gt; Writing &gt; G2D3SCV2 (<i>practice</i>)</p> <p><b>Advanced knowledge of syllable division</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 16-29 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 01 &gt; Writing &gt; G2D3HFV1_3 (<i>practice</i>)</p> <p><b>Decoding words using knowledge of prefixes/suffixes</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 13 (<i>teach and practice</i>)</p> <p><b>Identifying high-frequency words</b>  Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence Construction Model Lesson Template (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Sentence Construction with</p>
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	<p><b>Demonstrate phonetic knowledge by decoding words with prefixes, including un-</b>  <u>Planning Section</u>  p. 82 Oral Sentence Construction with Vocabulary Development #5 (<i>teach</i> and <i>practice</i>)  p. 72 High Frequency Vocabulary #5 unless (<i>practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding words with prefixes, including re-</b>  <u>Planning Section</u>  p. 83 Oral Sentence Construction with Vocabulary Development #6 (<i>teach</i> and <i>practice</i>)  p. 96 High Frequency Vocabulary #4 (<i>practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding words with prefixes, including dis-</b>  <u>Planning Section</u>  p. 124 High Frequency Vocabulary #3 distribute (<i>teach</i> and <i>practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding words with inflectional endings, including -s</b>  <u>Planning Section</u>  p. 59 Oral Sentence Construction with Vocabulary Development #2 (<i>teach</i> and <i>practice</i>)  p. 116 High Frequency Vocabulary #3 themselves (<i>practice</i>)</p>		<p>High Frequency Vocabulary &gt;  Sentence Sample Model Lesson Template (<i>teach</i>)</p> <p><b>Identifying and Reading high-frequency words</b>  Downloadable &gt; All Grades &gt;  Intervention and Enrichment &gt;  Decoding Assessment and Resources (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt;  Sentence Construction with High Frequency Vocabulary &gt;  Sentence Construction Coach Lesson Template (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt;  Sentence Construction with High Frequency Vocabulary &gt;  Sentence Sample Coach Lesson Template (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt;  Intervention and Enrichment &gt;  Beginning Fluency Practice (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt;  Intervention and Enrichment &gt;  Beginner Readers (<i>practice</i>)</p>
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	<p><b>Demonstrate phonetic knowledge by decoding words with inflectional endings, including -es</b> <u>Planning Section</u> p. 66 High Frequency Vocabulary #3 (<i>teach and practice</i>) p. 108 High Frequency Vocabulary #3 (<i>practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed</b> <u>Planning Section</u> p. 60 Oral Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>) p. 118 High Frequency Vocabulary #3 continued (<i>practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ing</b> <u>Planning Section</u> p. 68 Oral Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>) p. 110 High Frequency Vocabulary #3 (<i>practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding words with inflectional endings, including -er</b> <u>Planning Section</u></p>		
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	<p>p. 78 Oral Sentence Construction with Vocabulary Development #3 (<i>teach</i> and <i>practice</i>) <b>Demonstrate phonetic knowledge by decoding words with inflectional endings, including -est</b> <u>Planning Section</u></p> <p>p. 80 Oral Sentence Construction with Vocabulary Development #3 (<i>teach</i> and <i>practice</i>) <b>Demonstrate phonetic knowledge by identifying high-frequency words from a research-based list</b> <u>Planning Section</u></p> <p>Daily High Frequency Vocabulary Practice Objective #1-3 (<i>teach</i> and <i>practice</i>) i.e., p. 64 <b>Demonstrate phonetic knowledge by reading high-frequency words from a research-based list</b> <u>Planning Section</u></p> <p>Daily High Frequency Vocabulary Practice Objective #1-3 (<i>teach</i> and <i>practice</i>) i.e., p. 66</p> <p><b>Apply phonetic knowledge by decoding words with short, long, or variant vowels</b> <u>Planning Section</u></p> <p>p. 80 High Frequency Vocabulary #6 (<i>teach</i> and <i>practice</i>)</p>		
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	<p>p. 82 High Frequency Vocabulary #6 (<i>teach and practice</i>) <b>Apply phonetic knowledge by decoding words with trigraphs</b> <u>Planning Section</u></p> <p>p. 98 High Frequency Vocabulary #4 (<i>teach and practice</i>) <b>Apply phonetic knowledge by decoding words with blends</b> <u>Planning Section</u></p> <p>p. 74 High Frequency Vocabulary #5 (<i>teach and practice</i>) <b>Apply phonetic knowledge by decoding words with silent letters</b> <u>Planning Section</u></p> <p>p. 110 High Frequency Vocabulary #4 (<i>teach and practice</i>) <b>Apply phonetic knowledge by decoding multisyllabic words with closed syllables</b> <u>Planning Section</u></p> <p>p. 64 High Frequency Vocabulary #6 (<i>teach and practice</i>) <b>Apply phonetic knowledge by decoding multisyllabic words with open syllables</b> <u>Planning Section</u></p> <p>p. 66 High Frequency Vocabulary #6 (<i>teach and practice</i>) <b>Apply phonetic knowledge by decoding multisyllabic words with VCe syllables</b> <u>Planning Section</u></p>		
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	<p>p. 68 High Frequency Vocabulary #6 (<i>teach and practice</i>) <b>Apply phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs</b> <u>Planning Section</u></p> <p>p. 78 High Frequency Vocabulary #6 (<i>teach and practice</i>) <b>Apply phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs</b> <u>Planning Section</u></p> <p>p. 78 High Frequency Vocabulary #6 (<i>teach and practice</i>) <b>Apply phonetic knowledge by decoding multisyllabic words with r-controlled syllables</b> <u>Planning Section</u></p> <p>p. 78 High Frequency Vocabulary #6 (<i>teach and practice</i>) <b>Apply phonetic knowledge by decoding multisyllabic words with final stable syllables</b> <u>Planning Section</u></p> <p>p. 72 High Frequency Vocabulary #6 (<i>teach and practice</i>) <b>Apply phonetic knowledge by decoding compound words</b> <u>Planning Section</u></p> <p>p. 76 High Frequency Vocabulary #6 (<i>teach and practice</i>)</p>		
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	<p><b>Apply phonetic knowledge by decoding contractions</b> <u>Planning Section</u> p. 100 High Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <p><b>Apply phonetic knowledge by decoding common abbreviations</b> <u>Planning Section</u> p. 106 High Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <p><b>Apply phonetic knowledge by decoding words using knowledge of syllable division patterns</b> <u>Planning Section</u> p. 84 High Frequency Vocabulary #5 (<i>teach and practice</i>)</p> <p><b>Apply phonetic knowledge by decoding words with prefixes, including un-</b> <u>Planning Section</u> p. 82 Oral Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>)</p> <p><b>Apply phonetic knowledge by decoding words with prefixes, including re-</b> <u>Planning Section</u> p. 84 Oral Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>) p. 96 High Frequency Vocabulary #5 (<i>practice</i>)</p>		
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	<p><b>Apply phonetic knowledge by decoding words with prefixes, including dis-</b> <u>Planning Section</u> p. 96 Oral Sentence Construction with Vocabulary Development #5</p> <p><b>Apply phonetic knowledge by decoding words with inflectional endings, including -s</b> <u>Planning Section</u> p. 64 Oral Sentence Construction with Vocabulary Development #2 (<i>teach</i> and <i>practice</i>) p. 112 High Frequency Vocabulary #4 (<i>practice</i>)</p> <p><b>Apply phonetic knowledge by decoding words with inflectional endings, including -es</b> <u>Planning Section</u> p. 66 Oral Sentence Construction with Vocabulary Development #3 (<i>teach</i> and <i>practice</i>) p. 96 High Frequency Vocabulary #5 (<i>practice</i>)</p> <p><b>Apply phonetic knowledge by decoding words with inflectional endings, including -ed</b> <u>Planning Section</u> p. 64 Oral Sentence Construction with Vocabulary Development #3 (<i>teach</i> and <i>practice</i>) p. 118 High Frequency Vocabulary #4 consented (<i>practice</i>)</p>		
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	<p><b>Apply phonetic knowledge by decoding words with inflectional endings, including -ing</b> <u>Planning Section</u> p. 70 Oral Sentence Construction with Vocabulary Development #2 (<i>teach</i> and <i>practice</i>) p. 112 High Frequency Vocabulary #4 retreating (<i>practice</i>)</p> <p><b>Apply phonetic knowledge by decoding words with inflectional endings, including -er</b> <u>Planning Section</u> p. 80 Oral Sentence Construction with Vocabulary Development #3 (<i>teach</i> and <i>practice</i>)</p> <p><b>Apply phonetic knowledge by decoding words with inflectional endings, including -est</b> <u>Planning Section</u> p. 80 Oral Sentence Construction with Vocabulary Development #3 (<i>teach</i> and <i>practice</i>)</p> <p><b>Apply phonetic knowledge by identifying high-frequency words from a research-based list</b> <u>Planning Section</u> Daily High Frequency Vocabulary Practice Objective #1-2 (<i>teach</i> and <i>practice</i>) i.e., p. 112</p> <p><b>Apply phonetic knowledge by reading high-frequency words from a research-based list</b> <u>Planning Section</u></p>		
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	<p>Daily High Frequency Vocabulary Practice Objective #1-2 (<i>teach</i> and <i>practice</i>) i.e., p. 114</p>		
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<p>(C) demonstrate and apply spelling knowledge by: (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, ed, -ing, -er, and -est</p>	<p><b>Demonstrate spelling knowledge by decoding words with short, long, or variant vowels</b>  <u>Planning Section</u>  p. 80 High Frequency Vocabulary #4-5 (<i>teach</i> and <i>practice</i>)  p. 82 High Frequency Vocabulary #4-5 (<i>teach</i> and <i>practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding words with trigraphs</b>  <u>Planning Section</u>  p. 98 High Frequency Vocabulary #3 (<i>teach</i> and <i>practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding words with blends</b>  <u>Planning Section</u>  p. 74 High Frequency Vocabulary #4 (<i>teach</i> and <i>practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding words with silent letters</b>  <u>Planning Section</u>  p. 110 High Frequency Vocabulary #3 (<i>teach</i> and <i>practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding multisyllabic words with closed syllables</b>  <u>Planning Section</u>  p. 64 High Frequency Vocabulary #4-5 (<i>teach</i> and <i>practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding multisyllabic words with open syllables</b>  <u>Planning Section</u></p>		<p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Syllable Division Patterns Chart &amp; Worksheet (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Activities (<i>practice</i>)</p> <p><b>Contractions</b>  Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 03 &gt; Writing &gt; G2W3SCV2 (<i>practice</i>)</p> <p><b>Closed Syllables</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 1 (<i>teach</i> and <i>practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 03 &gt; Writing &gt; G2W3HFV4 (<i>practice</i>)</p> <p><b>Open Syllables</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 3 (<i>teach</i> and <i>practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 04 &gt; Writing &gt; G2W4HFV4_6 (<i>practice</i>)</p>
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	<p>p. 66 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)  <b>Demonstrate spelling knowledge by decoding multisyllabic words with VCe syllables</b>  <u>Planning Section</u></p> <p>p. 68 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)  <b>Demonstrate spelling knowledge by decoding multisyllabic words with vowel teams, including digraphs</b>  <u>Planning Section</u></p> <p>p. 78 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)  <b>Demonstrate spelling knowledge by decoding multisyllabic words with vowel teams, including diphthongs</b>  <u>Planning Section</u></p> <p>p. 78 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)  <b>Demonstrate spelling knowledge by decoding multisyllabic words with r-controlled syllables</b>  <u>Planning Section</u></p> <p>p. 78 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)  <b>Demonstrate spelling knowledge by decoding multisyllabic words with final stable syllables</b>  <u>Planning Section</u></p> <p>p. 72 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)</p>		<p><b>VCE</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 3 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 06 &gt; Writing &gt; G2W6HFV3_6 (<i>practice</i>)</p> <p><b>Final stable syllables</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 5 (<i>teach and practice</i>)</p> <p><b>Blends</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 8 (<i>teach and practice</i>)</p> <p><b>Compound word</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 9 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 06 &gt; Writing &gt; G2W6SCV2 (<i>practice</i>)</p>
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	<p><b>Demonstrate spelling knowledge by decoding compound words</b>  <u>Planning Section</u>  p. 76 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding contractions</b>  <u>Planning Section</u>  p. 100 High Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding common abbreviations</b>  <u>Planning Section</u>  p. 106 High Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <p><b>Apply spelling knowledge by spelling multisyllabic words with multiple sound spelling patterns</b>  <u>Planning Section</u>  p. 112 High Frequency Vocabulary #4 (<i>practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding words using knowledge of syllable division patterns</b>  <u>Planning Section</u>  p. 84 High Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding words with prefixes, including un-</b>  <u>Planning Section</u></p>		<p><b>S/-Es</b>  Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 01 &gt; Writing &gt; G2D3SCV2 (<i>practice</i>)</p> <p><b>Advanced knowledge of syllable division</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 16-29 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 01 &gt; Writing &gt; G2D3HFV1_3 (<i>practice</i>)</p> <p><b>Decoding words using knowledge of prefixes/suffixes</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide p. 13 (<i>teach and practice</i>)</p> <p><b>Identifying high-frequency words</b>  Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence Construction Model Lesson Template (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Sentence Construction with</p>
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	<p>p. 82 Oral Sentence Construction with Vocabulary Development #5 (<i>teach</i> and <i>practice</i>)</p> <p>p. 72 High Frequency Vocabulary #5 unless (<i>practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding words with prefixes, including re-</b> <u>Planning Section</u></p> <p>p. 83 Oral Sentence Construction with Vocabulary Development #6 (<i>teach</i> and <i>practice</i>)</p> <p>p. 96 High Frequency Vocabulary #4 (<i>practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding words with prefixes, including dis-</b> <u>Planning Section</u></p> <p>p. 124 High Frequency Vocabulary #3 distribute (<i>teach</i> and <i>practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding words with inflectional endings, including -s</b> <u>Planning Section</u></p> <p>p. 59 Oral Sentence Construction with Vocabulary Development #2 (<i>teach</i> and <i>practice</i>)</p> <p>p. 116 High Frequency Vocabulary #3 themselves (<i>practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding words with inflectional endings, including -es</b> <u>Planning Section</u></p>		<p>High Frequency Vocabulary &gt; Sentence Sample Model Lesson Template (<i>teach</i>)</p> <p><b>Identifying and Reading high-frequency words</b> Downloadable &gt; All Grades &gt; Intervention and Enrichment &gt; Decoding Assessment and Resources (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence Construction Coach Lesson Template (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence Sample Coach Lesson Template (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Intervention and Enrichment &gt; Beginning Fluency Practice (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Intervention and Enrichment &gt; Beginner Readers (<i>practice</i>)</p>
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	<p>p. 66 High Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <p>p. 108 High Frequency Vocabulary #3 (<i>practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding words with inflectional endings, including -ed</b></p> <p><u>Planning Section</u></p> <p>p. 60 Oral Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>p. 118 High Frequency Vocabulary #3 continued (<i>practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding words with inflectional endings, including -ing</b></p> <p><u>Planning Section</u></p> <p>p. 68 Oral Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p>p. 110 High Frequency Vocabulary #3 (<i>practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding words with inflectional endings, including -er</b></p> <p><u>Planning Section</u></p> <p>p. 78 Oral Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p><b>Demonstrate spelling knowledge by decoding words with</b></p>		
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	<p><b>inflectional endings, including -est</b> <u>Planning Section</u> p. 80 Oral Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p><b>Demonstrate spelling knowledge by identifying high-frequency words from a research-based list</b> <u>Planning Section</u> Daily High Frequency Vocabulary Practice Objective #1-3 (<i>teach and practice</i>) i.e., p. 64</p> <p><b>Demonstrate spelling knowledge by reading high-frequency words from a research-based list</b> <u>Planning Section</u> Daily High Frequency Vocabulary Practice Objective #1-3 (<i>teach and practice</i>) i.e., p. 66</p> <p><b>Apply spelling knowledge by decoding words with short, long, or variant vowels</b> <u>Planning Section</u> p. 80 High Frequency Vocabulary #6 (<i>teach and practice</i>) p. 82 High Frequency Vocabulary #6 (<i>teach and practice</i>)</p> <p><b>Apply spelling knowledge by decoding words with trigraphs</b> <u>Planning Section</u> p. 98 High Frequency Vocabulary #4 (<i>teach and practice</i>)</p>		
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	<p><b>Apply spelling knowledge by decoding words with blends</b> <u>Planning Section</u> p. 74 High Frequency Vocabulary #5 (<i>teach and practice</i>)</p> <p><b>Apply spelling knowledge by decoding words with silent letters</b> <u>Planning Section</u> p. 110 High Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <p><b>Apply spelling knowledge by decoding multisyllabic words with closed syllables</b> <u>Planning Section</u> p. 64 High Frequency Vocabulary #6 (<i>teach and practice</i>)</p> <p><b>Apply spelling knowledge by decoding multisyllabic words with open syllables</b> <u>Planning Section</u> p. 66 High Frequency Vocabulary #6 (<i>teach and practice</i>)</p> <p><b>Apply spelling knowledge by decoding multisyllabic words with VCe syllables</b> <u>Planning Section</u> p. 68 High Frequency Vocabulary #6 (<i>teach and practice</i>)</p> <p><b>Apply spelling knowledge by decoding multisyllabic words with vowel teams, including digraphs</b> <u>Planning Section</u></p>		
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	<p>p. 78 High Frequency Vocabulary #6 (<i>teach and practice</i>) <b>Apply spelling knowledge by decoding multisyllabic words with vowel teams, including diphthongs</b> <u>Planning Section</u></p> <p>p. 78 High Frequency Vocabulary #6 (<i>teach and practice</i>) <b>Apply spelling knowledge by decoding multisyllabic words with r-controlled syllables</b> <u>Planning Section</u></p> <p>p. 78 High Frequency Vocabulary #6 (<i>teach and practice</i>) <b>Apply spelling knowledge by decoding multisyllabic words with final stable syllables</b> <u>Planning Section</u></p> <p>p. 72 High Frequency Vocabulary #6 (<i>teach and practice</i>) <b>Apply spelling knowledge by decoding compound words</b> <u>Planning Section</u></p> <p>p. 76 High Frequency Vocabulary #6 (<i>teach and practice</i>) <b>Apply spelling knowledge by decoding contractions</b> <u>Planning Section</u></p> <p>p. 100 High Frequency Vocabulary #4 (<i>teach and practice</i>) <b>Apply spelling knowledge by decoding common abbreviations</b> <u>Planning Section</u></p>		
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	<p>p. 106 High Frequency Vocabulary #4 (<i>teach and practice</i>) <b>Apply spelling knowledge by spelling multisyllabic words with multiple sound spelling patterns</b> <u>Planning Section</u></p> <p>p. 112 High Frequency Vocabulary #4 (<i>practice</i>) <b>Apply spelling knowledge by decoding words using knowledge of syllable division patterns</b> <u>Planning Section</u></p> <p>p. 84 High Frequency Vocabulary #5 (<i>teach and practice</i>) <b>Apply spelling knowledge by decoding words with prefixes, including un-</b> <u>Planning Section</u></p> <p>p. 82 Oral Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>) <b>Apply spelling knowledge by decoding words with prefixes, including re-</b> <u>Planning Section</u></p> <p>p. 84 Oral Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p>p. 96 High Frequency Vocabulary #5 (<i>practice</i>) <b>Apply spelling knowledge by decoding words with prefixes, including dis-</b> <u>Planning Section</u></p>		
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	<p>p. 96 Oral Sentence Construction with Vocabulary Development #5 <b>Apply spelling knowledge by decoding words with inflectional endings, including -s</b> <u>Planning Section</u></p> <p>p. 64 Oral Sentence Construction with Vocabulary Development #2 (<i>teach</i> and <i>practice</i>)</p> <p>p. 112 High Frequency Vocabulary #4 (<i>practice</i>) <b>Apply spelling knowledge by decoding words with inflectional endings, including -es</b> <u>Planning Section</u></p> <p>p. 66 Oral Sentence Construction with Vocabulary Development #3 (<i>teach</i> and <i>practice</i>)</p> <p>p. 96 High Frequency Vocabulary #5 (<i>practice</i>) <b>Apply spelling knowledge by decoding words with inflectional endings, including -ed</b> <u>Planning Section</u></p> <p>p. 64 Oral Sentence Construction with Vocabulary Development #3 (<i>teach</i> and <i>practice</i>)</p> <p>p. 118 High Frequency Vocabulary #4 consented (<i>practice</i>) <b>Apply spelling knowledge by decoding words with inflectional endings, including -ing</b> <u>Planning Section</u></p>		
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	<p>p. 70 Oral Sentence Construction with Vocabulary Development #2 (<i>teach</i> and <i>practice</i>)</p> <p>p. 112 High Frequency Vocabulary #4 retreating (<i>practice</i>)</p> <p><b>Apply spelling knowledge by decoding words with inflectional endings, including -er</b></p> <p><u>Planning Section</u></p> <p>p. 80 Oral Sentence Construction with Vocabulary Development #3 (<i>teach</i> and <i>practice</i>)</p> <p><b>Apply spelling knowledge by decoding words with inflectional endings, including -est</b></p> <p><u>Planning Section</u></p> <p>p. 80 Oral Sentence Construction with Vocabulary Development #3 (<i>teach</i> and <i>practice</i>)</p> <p><b>Apply spelling knowledge by identifying high-frequency words from a research-based list</b></p> <p><u>Planning Section</u></p> <p>Daily High Frequency Vocabulary Practice Objective #1-2 (<i>teach</i> and <i>practice</i>) i.e., p. 112</p> <p><b>Apply spelling knowledge by reading high-frequency words from a research-based list</b></p> <p><u>Planning Section</u></p> <p>Daily High Frequency Vocabulary Practice Objective #1-2 (<i>teach</i> and <i>practice</i>) i.e., p. 114</p>		
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(D) alphabetize a series of words and use a dictionary or glossary to find words

**Alphabetize**

Planning Section

p. 66 Oral Sentence Construction with Vocabulary Development #2 (*teach* and *practice*)

**Use a dictionary or glossary**

Planning Section

p. 67 Text Structure #6 (*teach*) and #7, 9 (*practice*)

**Alphabetize**

Downloadable > 2<sup>nd</sup> Grade > Second Grade: Week 03 > Writing > G2W3SCV2 (*practice*)

<p>(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters</p>	<p><b>Planning Section</b>  p. 100 Systematic Phonics #3 (<i>teach</i>)  p. 102 Systematic Phonics #3 (<i>teach and practice</i>)  p. 104 Systematic Phonics #3 (<i>teach and practice</i>)  p. 106 Systematic Phonics #3 (<i>teach and practice</i>)  p. 108 Systematic Phonics #3 (<i>teach and practice</i>)</p>	<p>p. 47 Instructional Strategy #6</p> <p>p. 66 Introducing Cursive Lowercase Handwriting, Grade-Level Sequence, and Instructional Strategies continued until p. 75 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Phonogram Introduction with Handwriting &gt; PI Overview &amp; Procedures (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Phonogram Introduction with Handwriting &gt; Additional Phonograms Introduction with Cursive Handwriting Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Capital Letters Dialogue &gt; Cursive Handwriting Capital Letters Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Written Phonogram Review &gt; Handwriting Focus Procedures &amp; Signs &gt; Handwriting Focus Signs Cursive (<i>teach</i>)</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary</p>			

expressively. The student is expected to:			
(A) use print or digital resources to determine meaning and pronunciation of unknown words	<p><b>Meaning</b>  <u>Planning Section</u>  Daily Sentence Construction Objective #1 (<i>teach and practice</i>) i.e., p. 58 Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>)  <u>Delivering Section</u>  p. 39-44 (<i>teach and practice</i>)</p> <p><b>Pronunciation</b>  <u>Delivering Section</u>  p. 23-38 (<i>teach and practice</i>)  <u>Planning Section</u>  Daily High Frequency Vocabulary Objectives (<i>teach and practice</i>) i.e., p. 68 High Frequency Vocabulary #1-6 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Second Grade Syllabication Pacing Guide (<i>teach and practice</i>)</p>
(B) use context within and beyond a sentence to determine the meaning of unfamiliar words	<p><b>Within a sentence</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  <u>Planning Section</u>  p. 73 Comprehension #1-5 (<i>teach and practice</i>)</p> <p><b>Beyond a sentence</b>  <u>Planning Section</u>  p. 75 Comprehension #1-5 (<i>teach and practice</i>)</p>	p. 174 Last two paragraphs ( <i>teach</i> )	

<p>(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion</p>	<p><b>Identify un</b>  <u>Planning Section</u>  p. 82 Oral Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>)</p> <p><b>Use un</b>  <u>Planning Section</u>  p. 82 Oral Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>)</p> <p><b>Identify re</b>  <u>Planning Section</u>  p. 83 Oral Sentence Construction with Vocabulary Development #6 (<i>teach and practice</i>)</p> <p><b>Use re</b>  <u>Planning Section</u>  p. 84 Oral Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p><b>Identify ly</b>  <u>Planning Section</u>  p. 100 Oral Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>)</p> <p><b>Use ly</b>  <u>Planning Section</u>  p. 110 Oral Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p><b>Identify er</b>  <u>Planning Section</u></p>	<p>p. 15 English Spelling, Pronunciation, and Language Rules (<i>teach</i>)</p>	<p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Third Grade: General Resources &gt; Spelling &gt; 3<sup>rd</sup> Grade Prefix-Suffix Chart</p> <p><b>-Ly</b></p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 25 &gt; Writing &gt; G2W25SCV4 (<i>teach and practice</i>)</p>
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	<p>p. 80 Oral Sentence Construction with Vocabulary Development #3 <i>(teach and practice)</i></p> <p><b>Use er</b> <u>Planning Section</u></p> <p>p. 80 Oral Sentence Construction with Vocabulary Development #3 <i>(teach and practice)</i></p> <p><b>Identify est</b> <u>Planning Section</u></p> <p>p. 78 Oral Sentence Construction with Vocabulary Development #3 <i>(teach and practice)</i></p> <p><b>Use est</b> <u>Planning Section</u></p> <p>p. 78 Oral Sentence Construction with Vocabulary Development #3 <i>(teach and practice)</i></p> <p><b>Identify ion</b> <u>Planning Section</u></p> <p>p. 96 Oral Sentence Construction with Vocabulary Development #3 <i>(teach and practice)</i></p> <p><b>Use ion</b> <u>Planning Section</u></p> <p>p. 100 Oral Sentence Construction with Vocabulary Development #3 <i>(teach and practice)</i></p> <p><b>Identify tion</b> <u>Planning Section</u></p> <p>p. 112 Oral Sentence Construction with Vocabulary Development #2 <i>(teach and practice)</i></p> <p><b>Use tion</b></p>		
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	<p><u>Planning Section</u> p. 112 Oral Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p><b>Identify sion</b> <u>Planning Section</u> p. 102 Oral Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p><b>Use sion</b> <u>Planning Section</u> p. 45 Writing Skills Trace (<i>teach</i>) p. 60 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p>		
<p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text</p>	<p><u>Delivering Section</u> p. 44</p> <p><b>Identify antonyms</b> <b>Use antonyms</b> <b>Explain antonyms</b> <b>Identify synonyms</b> <b>Use synonyms</b> <b>Explain synonyms</b> <b>Identify idioms</b> <u>Planning Section</u> p. 90 Composition #1 (<i>teach and practice</i>)</p> <p><b>Use idioms</b> <u>Planning Section</u> p. 90 Composition #1 (<i>teach and practice</i>)</p> <p><b>Explain idioms</b> <u>Planning Section</u></p>	<p><b>Identify homographs</b> p. 102 Word Meaning (<i>teach</i>)</p> <p><b>Use homographs</b> p. 306 example for instruction: pair (two), pear (eat), pare (cut) (<i>teach</i>)</p> <p><b>Explain homographs</b> Daily High Frequency Vocabulary Objectives paired with daily Sentence Construction with Vocabulary Development Objective #1 paired with Spelling/Vocabulary list i.e., p. 325 excuse/excuse, p. 328 progress/progress</p>	<p><b>Explain Idioms</b></p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 15 &gt; Reading &gt; G2W15LAF3-4 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 15 &gt; Reading &gt; G2W15LAF3-4 Commonly_Used_Idioms (<i>teach and practice</i>)</p>

	p. 91 Literary Appreciation/Fluency #2 ( <i>teach</i> ) and #3 ( <i>practice</i> )		
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p><u>Delivering Section</u> p. 82-85 (<i>teach</i>) <u>Planning Section</u> Daily Literary Appreciation/Fluency Practice Objectives i.e., p. 119 LA/F #1 (<i>teach</i> and <i>practice</i>)</p>	<p>p. 21 Fluent and Expressive Reading (<i>teach</i>) p. 175 Text Fluency and Decodable Books (<i>teach</i>) p. 135 Fluent and Expressive Reading (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Assessment Checklists, Forms, &amp; Analyses &gt; Fluent and Expressive Reading Checklist (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Assessment Checklists, Forms, &amp; Analyses &gt; Practicing and Assessing Fluency Forms (<i>teach</i>)</p> <p><b>Appropriate rate</b></p> <p>Teacher’s Guides &gt; Second Grade Teacher’s Guides &gt; Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Pacing/Tempo (<i>teach</i> and <i>practice</i>)</p> <p><b>Appropriate accuracy</b></p> <p>Teacher’s Guides &gt; Second Grade Teacher’s Guides &gt; Oral Reading Fluency Manual p. 13-15 (<i>teach</i> and <i>practice</i>)</p>

			<p><b>Appropriate prosody</b></p> <p>Teacher’s Guides &gt; Second Grade Teacher’s Guides &gt; Oral Reading Fluency Manual p. 202  Weekly Expressive Reading  Focus Enunciation/Stress (<i>teach</i> and <i>practice</i>)</p>
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p><u>Delivering Section</u>  p. 75-81 (<i>teach</i>)  <u>Planning Section</u>  p. 83 Comprehension #5 (<i>teach</i>)  p. 121 Comprehension #4 (<i>practice</i>)</p>	<p><b>Read independently</b>  p. 21 Fluent and Expressive Reading (<i>teach</i>)</p>	<p><b>Self-select text</b>  Downloadable &gt; Second Grade: General Resources &gt; Reading &gt; 2<sup>nd</sup> Grade Fluency  Recommended Literature List (<i>teach</i>)</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex</p>			

<p>texts. The student is expected to:</p>			
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p><b>Assigned</b>  <u>Planning Section</u>  p. 18 Framework for Designing Lessons (<i>teach</i>)  p. 57 Text Structure #1-6 (<i>teach</i> and <i>practice</i>)  p. 57 Literary Appreciation/Fluency #1 (<i>teach</i>) and 2 (<i>practice</i>)  <b>Self-Selected</b>  <u>Planning Section</u>  p. 10 Fluency: Literary Appreciation (<i>teach</i>)  p. 71 Comprehension #6 (<i>teach</i> and <i>practice</i>)</p>	<p>p. 20 Reading: What to Teach, Literary Appreciation, and Attributes of Fine Literature (<i>teach</i>)</p>	<p><b>Assigned</b>   Teacher’s Guides &gt; Practicing and Assessing Comprehension Guides (<i>teach</i> and <i>practice</i>)</p>
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p><b>Before reading to deepen understanding</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  <u>Planning Section</u>  p. 85 Comprehension #1-4 (<i>teach</i> and <i>practice</i>)  <b>During reading to deepen understanding</b>  <u>Planning Section</u>  p. 103 Comprehension #3 (<i>teach</i> and <i>practice</i>)  <b>Before reading to gain information</b>  <u>Planning Section</u></p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)  p. 145-148 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sentence Starters (<i>practice</i>)   Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sample Model Dialogue (<i>teach</i>)   Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)p. d</p>

	<p>p. 83 Comprehension #1-5 (<i>teach and practice</i>)  <b>During reading to gain information</b>  <u>Planning Section</u>  p. 71 Comprehension #1-6 (<i>teach and practice</i>)  <b>After reading to deepen understanding</b>  <u>Planning Section</u>  p. 97 Composition #2 (<i>teach and practice</i>)  p. 55 Comprehension #1 (<i>teach</i>)  p. 57 Comprehension #1 (<i>practice</i>)  <b>After reading to gain information</b>  <u>Planning Section</u>  p. 85 Literary Appreciation/Fluency #3 (<i>teach and practice</i>)</p>		<p><b>After Reading</b></p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 06 &gt; Reading &gt; G3W6LAF3_4 (<i>teach and practice</i>)</p>
<p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p>	<p><b>Make predictions using text features</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  <u>Planning Section</u>  p. 69 Text Structure # 1-6 (<i>teach and practice</i>)  <u>Planning Section</u>  <b>Make predictions using characteristics of genre</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)</p>	<p>p. 21 Text structure continued on p. 22</p> <p>p. 145-148</p>	<p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p>

	<p>p. 67 Text Structure #1-4 (<i>teach and practice</i>)  <b>Make predictions using structures</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  <u>Planning Section</u>  p. 67 Text Structure #6-9 (<i>teach and practice</i>)  <b>Correct or confirm predictions using text features</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  p. 71 Text Structure #1-3 (<i>teach and practice</i>)  <b>Correct or confirm predictions using characteristics of genre</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  <u>Planning Section</u>  p. 73 Comprehension #1-5 (<i>teach and practice</i>)  <b>Correct or confirm predictions using structures</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  p. 83 Text Structure #1-5 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)</p>
<p>(D) create mental images to deepen understanding;</p>	<p><u>Planning Section</u>  p. 93 Literary Appreciation/Fluency #2 (<i>teach and practice</i>)  p. 125 Literary Appreciation/Fluency #5-7 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 14 &gt; Reading &gt; G3W14LAF2_6 p. 5 (<i>teach and practice</i>)</p>

<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p><u>Delivering Section</u> p. 86-89 (<i>teach</i>) <b>Personal experiences</b> <u>Planning Section</u> p. 79 Comprehension #1-4 (<i>teach and practice</i>) p. 61 Literary Appreciation/Fluency #1-2 (<i>teach and practice</i>) <b>Ideas in other texts</b> p. 98 Composition #2-3 (<i>teach and practice</i>) <b>Society</b> p. 91 Literary Appreciation/Fluency #2 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)</p>
<p>(F) make inferences and use evidence to support understanding;</p>	<p><u>Delivering Section</u> p. 86-89 (<i>teach</i>) <b>Make inferences</b> <u>Planning Section</u> p. 121 Comprehension #3 (<i>practice</i>) <b>Use evidence</b> p. 81 Comprehension #1-5 (<i>teach and practice</i>) p. 75 Literary Appreciation/Fluency #2-4 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p>	<p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 21 &gt; Reading &gt; G2W21LAF1_5 (<i>teach and practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)</p>

<p>(G) evaluate details read to determine key ideas;</p>	<p><u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 117 Comprehension #1-4 (<i>teach and practice</i>) p. 109 Comprehension #1-5 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23</p> <p>p. 145-148 (<i>teach</i>)</p>	<p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 22 &gt; Reading &gt; G2W22MA1_2 (<i>teach and practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 5 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 5 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)</p>
<p>(H) synthesize information to create new understanding</p>	<p><u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 97 Composition #2-3 (<i>teach and practice</i>) p. 85 Comprehension #1-6 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23</p> <p>p. 145-148 (<i>teach</i>)</p>	<p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 25 &gt; Reading &gt; G2W25MA1 (<i>practice</i>) <b>with</b></p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 26 &gt; Reading &gt; G2W26MA1 (<i>practice</i>) <b>with</b></p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 27 &gt; Writing &gt; G2W27MA1_2 (<i>practice</i>)</p>

			<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing &gt; Informative Compare/Contrast PDF (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading</p>
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down</p>	<p><b>Monitor comprehension</b>  <u>Planning Section</u>  p. 71 Comprehension #1-6 (<i>teach</i> and <i>practice</i>)</p> <p><b>Make adjustments</b>  <u>Planning Section</u>  p. 81 Comprehension #1-6 (<i>teach</i> and <i>practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23</p> <p>p. 145-148 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Reading &gt; 5 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 5 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)</p>

<p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>			
<p>(A) describe personal connections to a variety of sources</p>	<p><u>Planning Section</u>  p. 79 Comprehension 1-4 (<i>teach and practice</i>)  p. 61 Literary Appreciation/Fluency #1-2 (<i>teach and practice</i>)  p. 101 Composition #1 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p>	<p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 28 &gt; G3W28MA2_3</p>
<p>(B) write brief comments on literary or informational texts that demonstrate an understanding of the text</p>	<p><u>Planning Section</u>  p. 118 Composition #1 (<i>teach and practice</i>)  p. 114 Composition #1 (<i>teach and practice</i>)  p. 111 Composition #1 (<i>teach and practice</i>)  p. 99 Composition #3 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing &gt; Informative Compare-Contrast (<i>practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 21 &gt; Reading &gt; G3W21LAF1_5 (<i>practice</i>)</p>

<p>(C) use text evidence to support an appropriate response</p>	<p><u>Planning Section</u>  p. 114 Composition #1 (<i>teach and practice</i>)  p. 104 Composition #1 with p. 105 Comprehension #1-3 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p>	<p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 15 &gt; Reading &gt; G2W15LAF2 (<i>practice</i>)</p>
<p>(D) retell and paraphrase texts in ways that maintain meaning and logical order</p>	<p><b>Retell maintain meaning</b>  <u>Planning Section</u>  p. 88 Composition #2 (<i>teach and practice</i>)  <b>Retell maintain logical order</b>  p. 95 Composition #2 (<i>teach and practice</i>)  <b>Paraphrase maintain meaning</b>  p. 85 Comprehension #1-4 (<i>teach and practice</i>)  p. 113 Comprehension #1-3  <b>Paraphrase logical order</b>  p. 85 Comprehension #5 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23   p. 145-148 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Reading &gt; 5 Mental Actions Sentence Starters (<i>practice</i>)   Downloadable &gt; All Grades &gt; Reading &gt; 5 Mental Actions Sample Model Dialogue (<i>teach</i>)   Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)   Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 21 &gt; Reading &gt; G2W21LAF1_5 (<i>practice</i>)</p>
<p>(E) interact with sources in meaningful ways</p>	<p><u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  <u>Planning Section</u>  p. 69 Text Structure #2-6 (<i>teach and practice</i>)  p. 67 Composition #1 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 27 &gt; Reading &gt; G2W27MA1_2 (<i>practice</i>)</p>

	p. 101 Composition #1 ( <i>teach and practice</i> )		Downloadable > 2 <sup>nd</sup> Grade > Second Grade: Week 14 > Reading > G2W14LAF2_6 ( <i>practice</i> )
(F) respond using newly acquired vocabulary as appropriate; and	<u>Delivering Section</u> p. 86-89 ( <i>teach</i> ) <u>Planning Section</u> Daily Sentence Construction with High Frequency Vocabulary Objective #1 ( <i>teach and practice</i> ) p. 71 Literary Appreciation/Fluency #3 ( <i>teach and practice</i> )	p. 96 Teaching Sentence Construction with Vocabulary Development and Word Usage ( <i>teach</i> )	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:			
(A) discuss topics and determine theme using	<b>Topics</b> <u>Planning Section</u> p. 97 Composition #2-3 ( <i>teach and practice</i> )	p. 21 Expanding Understanding of Narrative Elements ( <i>teach</i> )	

<p>text evidence with adult assistance</p>	<p>p. 93 Literary Appreciation/Fluency #2-4 (<i>teach and practice</i>)  <b>Theme</b>  <u>Planning Section</u>  p. 98 Composition #2-3 (<i>teach and practice</i>)</p>		
<p>(B) describe the main character's (characters') internal and external traits</p>	<p><b>Internal</b>  <u>Planning Section</u>  p. 58 Literary Appreciation/Fluency #1-2 (<i>teach and practice</i>)  p. 59 Literary Appreciation/Fluency #1-2 (<i>teach and practice</i>)  <b>External</b>  p. 69 Literary Appreciation/Fluency #3-4 (<i>teach and practice</i>)  p. 85 Literary Appreciation/Fluency #3 (<i>teach and practice</i>)</p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	<p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 04 &gt; Reading &gt; G2W4LAF2_5 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 06 &gt; Reading &gt; G2W4LAF3_4 (<i>teach and practice</i>)</p>
<p>(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently</p>	<p><b>Describe plot (main events) read aloud</b>  <u>Planning Section</u>  p. 69 Text Structure #1-6 (<i>teach and practice</i>)  <b>Describe plot (main events) read independently</b>  <u>Planning Section</u>  p. 61 Text Structure #2 (<i>teach and practice</i>)  <b>Describe plot (conflict) read aloud</b>  <u>Planning Section</u>  p. 57 Text Structure #6 (<i>teach and practice</i>)  <b>Describe plot (conflict) read independently</b></p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	<p><b>Describe main events read aloud</b></p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 04 &gt; Reading &gt; G2W4LAF2-5 (<i>practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 21 &gt; Reading &gt; G2W21LAF1-5 (<i>practice</i>)</p>

	<p><b>Describe plot (resolution) read aloud</b>  <u>Planning Section</u>  p. 59 Text Structure #2 (<i>teach and practice</i>)</p> <p><b>Describe plot (resolution) read independently</b>  <b>Understand plot (main events) read aloud</b>  <u>Planning Section</u>  p. 69 Literary Appreciation/Fluency #5 (<i>teach and practice</i>)</p> <p><b>Understand plot (main events) read independently</b>  <u>Planning Section</u>  p. 71 Literary Appreciation/Fluency #4 (<i>teach and practice</i>)</p> <p><b>Understand plot (conflict) read aloud</b>  <u>Planning Section</u>  p. 59 Comprehension #1 (<i>practice</i>)</p> <p><b>Understand plot (conflict) read independently</b>  <u>Planning Section</u>  p. 61 Comprehension #1 (<i>teach and practice</i>)</p> <p><b>Understand plot (resolution) read aloud</b>  <u>Planning Section</u>  p. 63 Comprehension #1 (<i>teach and practice</i>)</p> <p><b>Understand plot (resolution) read independently</b></p>		<p><b>Independently</b></p> <p>Teacher's Guides &gt; Practicing and Assessing Comprehension Manual p. 28-58</p>
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<p>(D) describe the importance of the setting</p>	<p><u>Planning Section</u>  p. 71 Literary Appreciation/Fluency #3 (<i>teach</i> and <i>practice</i>)</p> <p>p. 101 Literary Appreciation/Fluency #2 (<i>teach</i> and <i>practice</i>)</p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>			
<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales</p>	<p><u>Planning Section</u>  p. 67 Text Structure #2-4 (<i>teach</i> and <i>practice</i>)</p>		

<p>(B) explain visual patterns and structures in a variety of poems</p>	<p><b>Visual patterns</b>  <b>Structures</b>  p. 109 Composition #1 (<i>teach and practice</i>)  p. 124 Composition #1 (<i>teach and practice</i>)</p>		<p><b>Visual patterns</b></p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 18 &gt; Reading &gt; G2W18LAF2-4 (<i>teach and practice</i>)</p>
<p>(C) discuss elements of drama such as characters, dialogue, and setting</p>			<p>Downloadable &gt; Select Grade Level (3-6 only) &gt; General Resources &gt; Reading &gt; Characteristics of Drama</p> <p>(<i>Teach and Practice</i>)</p>
<p>(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly</p>	<p><b>Characteristics including central idea</b>  <u>Planning Section</u>  p. 69 Text Structure #1-6 (<i>teach and practice</i>)  <b>Characteristics including supporting evidence</b>  <u>Planning Section</u>  p. 79 Comprehension #5 (<i>teach and practice</i>)  <b>Characteristics including features to locate information</b>  <b>Characteristics including features to gain information</b>  <u>Planning Section</u>  p. 63 Literary Appreciation #1-2 (<i>teach and practice</i>)</p>		<p><b>Supporting evidence</b></p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 02 &gt; Reading &gt; G2W2TS4-5 (<i>teach and practice</i>)</p> <p><b>Organizational patterns</b></p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 16 &gt; Reading &gt; G2W16MA5 (<i>teach and practice</i>)</p>

	<p><b>Characteristics including graphics to locate information</b></p> <p><b>Characteristics including graphics to gain information</b></p> <p><b>Characteristics including organizational patterns</b></p> <p><b>Structures including central idea</b></p> <p><u>Planning Section</u></p> <p>p. 65 Text Structure #1-5 (<i>teach and practice</i>)</p> <p><b>Structures including supporting evidence</b></p> <p><u>Planning Section</u></p> <p>p. 65 Composition #3 (<i>teach and practice</i>)</p> <p><b>Structures including features to locate information</b></p> <p><u>Planning Section</u></p> <p>p. 79 Text Structure #1 (<i>teach and practice</i>)</p> <p><b>Structures including features to gain information</b></p> <p><u>Planning Section</u></p> <p>p. 77 Composition #1 (<i>teach and practice</i>)</p> <p><b>Structures including graphics to locate information</b></p> <p><b>Structures including graphics to gain information</b></p> <p><b>Structures including organizational patterns</b></p> <p><u>Planning Section</u></p> <p>p. 81 Comprehension #1-5 (<i>teach and practice</i>)</p>		
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<p>(E) recognize characteristics of persuasive text, including:          (i) stating what the author is trying to persuade the reader to think or do; and          (ii) distinguishing facts from opinion</p>	<p><b>Stating author's position</b>          p. 81 Comprehension #4 with McCall Harby-McCall Crabbs Passage B33 (<i>teach and practice</i>)  <b>Distinguishing fact from opinion</b>          p. 67 Composition #1 (<i>teach and practice</i>)          p. 77 Composition #2 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing &gt; Informative-Narrative (<i>teach and practice</i>)</p>
<p>(F) recognize characteristics of multimodal and digital texts.</p>	<p><b>Digital Multimodal</b></p>		
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>			

<p>(A) discuss the author's purpose for writing text</p>	<p><b>Planning Section</b>  p. 65 Text Structure #1-5 (<i>teach and practice</i>)  p. 69 Text Structure #1-6 (<i>teach and practice</i>)  <b>Delivering Section</b>  p. 71-74 (<i>teach and practice</i>)</p>	<p>p. 136 Teaching Narrative Structure continued through p. 141</p>	
<p>(B) discuss how the use of text structure contributes to the author's purpose</p>	<p><b>Planning Section</b>  p. 65 Text Structure #1-5 (<i>teach and practice</i>)  p. 61 Text Structure #1-2 (<i>teach and practice</i>)  <b>Delivering Section</b>  p. 71-74 (<i>teach and practice</i>)</p>	<p>p. 136 Teaching Narrative Structure continued through p. 141 (<i>teach</i>)</p>	<p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 04 &gt; Reading &gt; G2W4TS2-4 (<i>teach and practice</i>)</p>
<p>(C) discuss the author's use of print and graphic features to achieve specific purposes</p>	<p><b>Print features</b>  <b>Planning Section</b>  p. 67 Text Structure #6-9 (<i>teach and practice</i>)  p. 75 Text Structure #1 (<i>teach and practice</i>)  <b>Graphic features</b>  <b>Planning Section</b>  p. 77 Composition #1-2 (<i>teach and practice</i>)  p. 55 Comprehension #1 (<i>teach and practice</i>)</p>		<p><b>Print</b>  Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 07 &gt; Reading &gt; G2W7TS (<i>practice</i>)</p>
<p>(D) discuss the use of descriptive, literal, and figurative language</p>	<p><b>Descriptive language</b>  <b>Planning Section</b>  p. 55 Literary Appreciation/Fluency #1-2 (<i>teach and practice</i>)  p. 57 Literary Appreciation/Fluency #1-2 (<i>teach and practice</i>)  <b>Literal language</b></p>		<p><b>Descriptive language</b>  Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 14 &gt; Reading &gt; G2W14LAF3-5 (<i>practice</i>)    <b>Figurative language</b></p>

	<p><b>Planning Section</b>  p. 91 Literary Appreciation/Fluency #2-4 (<i>teach and practice</i>)  p. 75 Literary Appreciation/Fluency #2-4 (<i>teach and practice</i>)</p> <p><b>Figurative language</b>  <b>Planning Section</b>  p. 87 Literary Appreciation/Fluency #2-4 (<i>teach and practice</i>)  p. 93 Literary Appreciation/Fluency #2-4 (<i>teach and practice</i>)</p>		Downloadable > 2 <sup>nd</sup> Grade > Second Grade: Week 32 > Reading >G2W32LAF5-7 ( <i>practice</i> )
(E) identify the use of first or third person in a text	<p><b>Planning Section</b>  p. 65 Text Structure #1-4 (<i>teach and practice</i>)  p. 69 Text Structure #1-6 (<i>teach and practice</i>)</p>		Downloadable > 2 <sup>nd</sup> Grade > Second Grade: Week 04 > Reading >G2W4TS2-4 ( <i>practice</i> )
(F) identify and explain the use of repetition	<p><b>Identify</b>  <b>Planning Section</b>  p. 97 Literary Appreciation/Fluency #3-4 (<i>teach and practice</i>)</p> <p><b>Explain the use</b>  p. 99 Literary Appreciation/Fluency #2-4 (<i>teach and practice</i>)</p>		Downloadable > 2 <sup>nd</sup> Grade > Second Grade: Week 14 > Reading > G2W14LAF3-5 ( <i>teach and practice</i> )  Downloadable > 2 <sup>nd</sup> Grade > Second Grade: Week 18 > Reading > G2W18LAF2-4 ( <i>teach and practice</i> )
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing			

<p>process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>			
<p>(A) plan a first draft by generating ideas for writing such as drawing and brainstorming</p>	<p><u>Delivering Section</u> p. 69 Prewriting (<i>teach</i>) <u>Planning Section</u> p. 77 Composition #1 (<i>teach and practice</i>) p. 107 Comprehension #1 with p. 111 Composition #1 (<i>teach and practice</i>)</p>	<p>p. 119 Prewriting continued on p. 120 until Composing</p>	<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 08 &gt; Reading &gt; G3W8C5 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2nd Grade &gt; Second Grade: Week 27 &gt; Reading &gt; G3W27MA1,2 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 04 &gt; Reading &gt; G3W4LAF2-5 (<i>teach and practice</i>)</p>
<p>(B) develop drafts into a focused piece of writing by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details</p>	<p><u>Delivering Section</u> p. 69 Composing <u>Planning Section</u> <b>Organizing with structure</b> p. 95 Composition #2-3 (<i>teach and practice</i>) <b>Developing with specific details</b> <u>Planning Section</u></p>	<p>p. 120 Composing</p>	<p><b>Structure</b></p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 12 &gt; Writing &gt; G2W12C1 (<i>teach and practice</i>)</p>

	<p>p. 84 Composition #1 (<i>teach and practice</i>)</p> <p><b>Developing with relevant details</b></p> <p><u>Planning Section</u></p> <p>p. 75 Composition #2 (<i>teach and practice</i>)</p>		<p><b>Details</b></p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 07 &gt; Writing &gt; G2W7C2 (<i>teach and practice</i>)</p>
<p>(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences</p>	<p><u>Delivering Section</u></p> <p>p. 69 Revising (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 102 Composition #1 (<i>teach and practice</i>)</p> <p>p. 106 Composition #1 (<i>teach and practice</i>)</p>	<p>p. 120 Revising continued on p. 121 until Editing</p>	<p>Downloadable &gt; Select Grade Level (3-6 only) &gt; General Resources &gt; Writing &gt; Writing that Flows (<i>teach and practice</i>)</p> <p>Downloadable &gt; Select Grade Level (3-6 only) &gt; General Resources &gt; Writing &gt; Revising and Editing Bingo (<i>practice</i>)</p>
<p>i.(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including</p>	<p><u>Delivering Section</u></p> <p>p. 70 Editing</p> <p><b>Complete sentences with subject-verb agreement</b></p> <p><u>Delivering Section</u></p> <p>p. 45-55 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 62 Oral Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>)</p> <p>p. 55 Composition #1 (<i>teach and practice</i>)</p> <p>p. 65 Composition #2-3 (<i>teach and practice</i>)</p> <p><b>Past verb tense</b></p>	<p><b>Simple and compound sentences</b></p> <p>p. 103 Simple Sentences, Teaching Attributes of Simple Sentences: Example Dialogue, and Teaching Compound Sentences: Example Dialogue continued until p. 107 (<i>teach</i>)</p> <p>p. 106 Teaching (<i>teach</i>)</p> <p>p. 121 Editing continued on p. 122 until Publishing (<i>teach</i>)</p> <p><b>Parts of Speech</b></p> <p>p. 108 continued through p. 116 (<i>teach</i>)</p> <p><b>English conventions</b></p> <p><u>Delivering Section</u></p>	<p>Downloadable &gt; Select Grade Level (3-6 only) &gt; General Resources &gt; Writing &gt; Writing that Flows (<i>teach and practice</i>)</p> <p>Downloadable &gt; Select Grade Level (3-6 only) &gt; General Resources &gt; Writing &gt; Revising and Editing Bingo (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Assessment Checklists, Forms, and Analyses &gt; Writing Checklists (<i>teach and practice</i>)</p>

<p>subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p><b>Planning Section</b> p. 64 Oral Sentence Construction with Vocabulary #3 (<i>teach and practice</i>)</p> <p><b>Present verb tense</b> <u>Planning Section</u> p. 90 Oral Sentence Construction with Vocabulary #2 (<i>teach and practice</i>)</p> <p><b>Future verb tense</b> <u>Planning Section</u> p. 90 Oral Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p><b>Singular nouns</b> <u>Planning Section</u> p. 54 Oral Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p><b>Plural nouns</b> p. 59 Oral Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p><b>Common nouns</b> <u>Planning Section</u> p. 54 Oral Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p><b>Proper nouns</b> <u>Planning Section</u> p. 62 Oral Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p>	<p>p. 21-38 (daily spelling <i>teaching and practice</i>)</p>	<p>Downloadable &gt; All Grades &gt; Writing &gt; Writing Rubric Template (<i>teach and practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Writing Noun Plurals Posters, Verb Tense Posters, and Personal Pronouns Posters (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Spelling Dictation &gt; Primary Rule Page Posters (<i>teach</i>)</p> <p><b>Noun Plurals</b></p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 01 &gt; Writing &gt; G2D4SCV3 (<i>teach and practice</i>)</p> <p><b>Contractions</b> Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 10 &gt; Writing &gt; G2W10SCV2 (<i>teach and practice</i>)</p> <p><b>Prepositions</b> Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 09 &gt; Writing &gt; G2W8SCV4 (<i>teach and practice</i>)</p>
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	<p>p. 92 Oral Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p><b>Adjectives including articles</b> <u>Planning Section</u></p> <p>p. 54 Oral Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p>p. 60 Oral Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p><b>Adverbs that convey time</b> <u>Planning Section</u></p> <p>p. 60 Oral Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p><b>Adverbs that convey place</b> <u>Planning Section</u></p> <p>p. 63 Oral Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p><b>Prepositions</b> <u>Planning Section</u></p> <p>p. 72 Oral Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p><b>Prepositional phrases</b> <u>Planning Section</u></p> <p>p. 76 Oral Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p><b>Subjective pronouns</b> <u>Planning Section</u></p>		<p><b>Editing</b> Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 09 &gt; Writing &gt; G2W9C4 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 31 &gt; Writing &gt; G2W31C1 (<i>teach and practice</i>)</p> <p><b>Spelling</b> Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 13 &gt; Writing &gt; G2W13SCV5 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 05 &gt; Writing &gt; G2W5SCV2 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 01 &gt; Writing &gt; G2D3HFV4-7, 7-8 (<i>teach and practice</i>)</p>
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	<p>p. 56 Oral Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p><b>Objective pronouns</b> <u>Planning Section</u></p> <p>p. 68 Oral Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>p. 74 Oral Sentence Construction with Vocabulary Development #2-3 (<i>teach and practice</i>)</p> <p><b>Possessive pronouns</b></p> <p>p. 76 Oral Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p><b>Coordinating conjunctions (compound subjects)</b> <u>Planning Section</u></p> <p>p. 70 Oral Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p><b>Coordinating conjunctions (compound predicates)</b> <u>Planning Section</u></p> <p>p. 70 Oral Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p><b>Capitalization (months)</b> <u>Planning Section</u></p> <p>p. 94 Oral Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p><b>Capitalization (days of the week)</b> <u>Planning Section</u></p>		
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	<p>p. 62 Oral Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p><b>Capitalization (salutation)</b>  <u>Planning Section</u></p> <p>p. 83 Composition #2 (<i>teach and practice</i>)</p> <p><b>Capitalization (conclusion)</b>  <u>Planning Section</u>  <u>Planning Section</u></p> <p>p. 83 Composition #2 (<i>teach and practice</i>)</p> <p><b>Punctuation (end)</b></p> <p>p. 55 Composition #1 (<i>teach and practice</i>)</p> <p>p. 56 Composition #1 (<i>teach and practice</i>)</p> <p><b>Apostrophes (contractions)</b>  <u>Planning Section</u></p> <p>p. 80 Oral Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p><b>Commas (series)</b>  <u>Planning Section</u></p> <p>p. 70 Oral Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p><b>Commas (dates)</b></p> <p>p. 83 Composition #2 (<i>teach and practice</i>)</p> <p><b>Spelling—orthographic patterns</b>  <u>Planning Section</u>  Daily High Frequency Vocabulary practice</p>		
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	<p>i.e., p. 90 # 4-7 (<i>teach and practice</i>)</p> <p><b>Spelling—orthographic rules</b></p> <p><u>Planning Section</u></p> <p>Daily High Frequency Vocabulary practice</p> <p>i.e., p. 106 #1-4 (<i>teach and practice</i>)</p> <p><b>Spelling—high frequency words</b></p> <p><u>Planning Section</u></p> <p>Daily High Frequency Vocabulary Objectives</p> <p>i.e., <u>Planning Section</u> p. 116</p> <p>Objective #1-5 (<i>teach and practice</i>)</p>		
(E) publish and share writing	<p><u>Delivering Section</u></p> <p>p. 70 Publishing (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 122 Composition #1 (<i>practice</i>)</p> <p>p. 116 Composition #1 (<i>practice</i>)</p>	p. 122 Publishing ( <i>teach</i> )	<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 08 &gt; Writing &gt; G2W8C5 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 09 &gt; Writing &gt; G2W9C3 (<i>teach and practice</i>)</p>
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics			

<p>and craft to compose multiple texts that are meaningful. The student is expected to:</p>			
<p>(A) compose literary texts, including personal narratives and poetry</p>	<p><b>Personal narratives</b>  <u>Planning Section</u>  p. 75 Composition #2 <i>teach and practice</i>)</p> <p><b>Poetry</b>  <u>Planning Section</u>  p. 109 Composition #1 <i>teach and practice</i>)  p. 124 Composition #1 <i>teach and practice</i>)</p>	<p>p. 126 Teaching Narrative Paragraphs continued through Publishing on p. 129 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing &gt; Narrative (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 12 &gt; Writing &gt; G2W12C1 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 07 &gt; Writing &gt; G2W7C2 (<i>teach and practice</i>)</p>
<p>(B) compose informational texts, including procedural texts and reports</p>	<p><b>Procedural texts</b>  <u>Planning Section</u>  p. 93 Composition #2 (<i>teach and practice</i>)</p> <p><b>Reports</b>  <u>Planning Section</u>  p. 81 Composition #3 (<i>teach and practice</i>)</p>	<p>p. 123 Teaching Informative Paragraphs continued through Publishing on p. 126 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing &gt; Informative (<i>teach and practice</i>)</p> <p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 08 &gt; Writing &gt; G2W8C5 (<i>teach and practice</i>)</p>

			Downloadable > 2 <sup>nd</sup> Grade > Second Grade: Week 10 > Writing > G2W10C3 ( <i>teach and practice</i> )
(C) compose correspondence such as thank you notes or letters	<u>Planning Section</u> p. 83 Composition #2 ( <i>teach and practice</i> )		Downloadable > 2 <sup>nd</sup> Grade > Second Grade: Week 11 > Writing > G2W11C2 ( <i>teach and practice</i> )
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:			

<p>(A) generate questions on a topic for formal and informal inquiry</p>	<p><b>Generate formal</b>  <u>Planning Section</u>  p. 93 Composition #2 (<i>teach and practice</i>)</p> <p><b>Generate informal</b>  <u>Planning Section</u>  p. 119 Comprehension #1 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; 2<sup>nd</sup> Grade &gt; Second Grade: Week 27 &gt; Writing &gt; G2W27C1 (<i>teach and practice</i>)</p>
<p>(B) develop and follow a research plan with adult assistance;</p>	<p><b>Develop</b>  <u>Planning Section</u>  p. 109 Comprehension #1-2 (<i>teach and practice</i>)</p> <p><u>Planning Section</u>  p. 114 Composition #1 (<i>teach and practice</i>)</p> <p><b>Follow</b>  <u>Planning Section</u>  p. 111 Composition #1 (<i>teach and practice</i>)  p. 113 Comprehension #1-2 (<i>teach and practice</i>)</p>		
<p>(C) identify and gather relevant sources and information to answer the questions</p>	<p><b>Identify sources</b>  <u>Planning Section</u>  p. 77 Composition #1 (<i>teach and practice</i>)</p> <p><b>Identify information</b>  <u>Planning Section</u>  p. 88 Composition #2 (<i>teach and practice</i>)</p> <p><b>Gather sources</b>  <u>Planning Section</u>  p. 105 Comprehension #1-2 (<i>teach and practice</i>)</p>		

	<p>p. 109 Comprehension #1-2 (<i>teach and practice</i>)</p> <p><b>Gather information</b></p> <p><u>Planning Section</u></p> <p>p. 93 Composition #2 (<i>teach and practice</i>)</p>		
(D) identify primary and secondary sources;	<p><b>Primary sources</b></p> <p><b>Secondary sources</b></p> <p><u>Planning Section</u></p> <p>p. 73 Literary Appreciation/Fluency #1-5 (<i>teach and practice</i>)</p> <p>p. 111 Comprehension #1-2 (<i>teach and practice</i>)</p>		
(E) demonstrate understanding of information gathered;	<p><u>Planning Section</u></p> <p>p. 81 Composition #3 (<i>teach and practice</i>)</p> <p>p. 88 Composition #2 p. 81 Composition #1 (<i>teach and practice</i>)</p>		Downloadable > 2 <sup>nd</sup> Grade > Grade 2: Week 27 > Writing > G2W27C1 ( <i>teach and practice</i> )
(F) cite sources appropriately			Downloadable > Select Grade Level (3-6 only) > General Resources > Reading > Making References and Creating Bibliographies ( <i>Teach and Practice</i> )
(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<p><u>Delivering Section</u></p> <p>p. 70 Publishing (<i>Teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 79 Composition #3-4</p>		Downloadable > 2 <sup>nd</sup> Grade > Grade 2: Week 10 > Writing > G2W10C3 ( <i>teach and practice</i> )

			Downloadable > 2nd Grade > Grade 2: Week 11 > Writing > G2W11C2 ( <i>teach and practice</i> )
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