

Fayette County Schools
Reading Language Arts Curriculum Map

Grade Level: **Second Grade**

Enduring Understanding: **Reading** is a message-getting, problem-solving activity that increases in power and flexibility the more it is practiced.

Concept	Learning Target	Why we are teaching/learning this concept	1	2	3	4	5	6	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
Readers use a range of strategies to take words apart and understand what words mean.	I can solve words quickly that contain tricky vowel combinations.(ew, oi, igh, eigh).	Readers know that some letter combinations have a unique sound.							2.2.01 2.1.03	<ul style="list-style-type: none"> • Vowel combination • Sliding finger • Root word • Chunk • Prefix • Suffix • Diagraph • Blend • Vowel pattern 	<u>Performance Assessments</u> <ul style="list-style-type: none"> ▪ Aim Line ▪ Accelerated Reader ▪ Anecdotal Records (in small and whole group settings during interactive read-aloud, shared reading, and guided reading) ▪ Basic Sight Vocabulary Lists <ul style="list-style-type: none"> ○ Dolch ○ Calkins Word List ○ Fountas & Pinnell High Frequency Words ○ Fry Word List ○ WVDE Informal Reading Assessment 	LEARNING SKILLS OBJECTIVES <u>Information & Communication Skills</u> PK-2.1LS1 PK-2.1.LS2 PK-2.1.LS3 <u>Thinking & Reasoning Skills</u> PK-2.2.LS1 <u>Personal and Workplace Skills</u> PK-2.3.LS1 PK-2.3.LS2 PK-2.3.LS3 PK-2.3.LS4 PK-2.3.LS5 PK-2.3.LS6 <u>Technology Resources</u> <ul style="list-style-type: none"> • Digital storytelling • Kidspiration • MS Excel • MS Paint
	I can figure out words quickly by trying different things (sliding finger, root words or chunks, prefixes, suffixes).	Readers have a variety of strategies to help them figure out words.							2.1.01 2.1.02 2.1.03			
	I can think about the text and use parts I know (diagraphs, blends, and vowel patterns) to help me decode new words.	Readers use words they know that have these combinations to help them solve new words.							2.2.01 2.1.02 2.1.03 2.1.07			
Readers check on themselves and correct errors that don't make sense, sound right, or look right.	I can correct errors close to the point that I make them. I do not need to do as much rereading to problem-solve words.	Readers listen to themselves as they read. If something does not make sense, sound right, or look right, they actively work to quickly fix it.							2.1.09	<ul style="list-style-type: none"> • Makes sense • Sounds right • Sliding finger • Reread • Known parts 		
	I can figure out words quickly as I read using many different strategies: <ul style="list-style-type: none"> • Sliding my finger • Reread • Looking for known parts • Using words I know • Noticing endings 	Readers try different ways to problem solve tricky words.						2.1.01 2.1.02 2.1.03 2.1.09				

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	I can check myself by thinking about what makes sense, sounds right, and looks right while reading.	Readers use more than one thing to help them check on themselves. They ask if what they read makes sense, sounds right, and looks right.							2.1.09		(IRA) <ul style="list-style-type: none"> ▪ Behaviors to Notice & Support Checklists ▪ Checklists ▪ Conference Notes ▪ Dominie Dictation Task ▪ DRA2 ▪ Phonological Awareness Literacy Screening (PALS) ▪ QPS 	<ul style="list-style-type: none"> • MS PowerPoint • MS Word • Odyssey • readwritethink.org (selected lessons) • Thinkfinity.org • Wikipedia • Whiteboard • WVDE Teach 21 Strategy Bank
Readers search for and use information to help them make sense of a text.	I can use reading skills and strategies (ABC order) to help me read and understand informational texts (e.g. environmental print, written directions, signs, captions, labels, and informational books).	Reading informational text helps us to learn more about our world.							2.1.15	<ul style="list-style-type: none"> • Informational text • Environmental print 	<ul style="list-style-type: none"> ▪ Record of Oral Reading: Miscue Analysis; Running Records ▪ Rubrics ▪ Selection tests ▪ STAR Early Literacy Assessment ▪ STAR Reading Assessment 	
	I think about if what I am reading makes sense, sounds right, and looks right. I understand what I am reading, and if I don't, I try to use the pictures, letters, words, and what I know about how reading works.	Readers use many types of information to figure out tricky parts. If one strategy doesn't work, they try something else.							2.1.01 2.1.02 2.1.03 2.1.07 2.1.08 2.1.09			
Readers maintain fluency.	I can read silently much of the time.	Reading smoothly makes it easier to understand what is read and to figure out tricky parts.							2.1.16	<ul style="list-style-type: none"> • Accuracy • Phrasing • Fluency • Familiar texts 	<ul style="list-style-type: none"> ▪ STAR Reading Assessment 	
	I can understand what I read with ease and flexibility while reading orally with fluency and phrasing.								2.1.06 2.1.07 2.1.08 2.1.09 2.1.10			
	I can read books I know smoothly and with phrasing.								2.1.06			

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	I can read familiar texts silently and orally at an appropriate rate: <ul style="list-style-type: none"> • Oral: 50-80 wpm • Silent: 55-80 wpm • Text Levels: I-K 								2.1.03 2.1.06 2.1.09		Organizers (e.g. Frayer, Story Map, 2 column notes, webs, foldables, etc.), <ul style="list-style-type: none"> ▪ Reading logs, ▪ Rubrics Writing in response to reading (notebooks, journals, open-ended response sheets, etc.)	
	I can read familiar texts silently and orally at an appropriate rate: <ul style="list-style-type: none"> • Oral: 80-100 wpm • Silent: 80-110 wpm • Text Levels: L-M 							2.1.03 2.1.06 2.1.09				
Readers develop a core of known words.	I can recognize and read many words quickly. (e.g. high frequency words; 250+ sight words)	Readers have a large number of words they read automatically. Word knowledge helps them move through the text smoothly and problem-solve new words.							2.1.02	<ul style="list-style-type: none"> • High frequency words • Sight words • Homophones • Homonyms • Multiple meaning words 		
	I can read and understand the meaning of related words (homophones - I, eye; homonyms - read, read; multiple meaning words; synonyms; antonyms, contractions, prefixes, suffixes).	Readers know that words are related and understand those similarities and differences.							2.1.02 2.1.03 2.1.04 2.1.16	<ul style="list-style-type: none"> • Synonyms • Antonyms • Contractions • Prefixes • Suffixes 		
Readers put together information from the text and from the reader's own background knowledge in order to create new understanding	I can use what I know and my own life experiences and put this together with what I read to make connections and create visual images.	Readers actively connect to the text and create pictures in their head. Connecting and visualizing helps them check on their reading and deepens their understanding of what they read.							2.1.10 2.1.11 2.1.12 2.1.13	<ul style="list-style-type: none"> • Schema • Background knowledge • Making connections • Visual images • Questioning • Determining importance 		

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S.	I can check on my understanding by asking questions and thinking about the important details (questioning and determining importance).	Readers ask question by using their background knowledge and the text. Readers identify important details using their background knowledge and the text.							2.1.04 2.1.05 2.1.08 2.1.10 2.1.11 2.1.12 2.1.13	<ul style="list-style-type: none"> • Synthesizing • Inferring • Point-of-view • Story structure • Purpose 		
	I can talk about how characters think and feel and then use what I already know to make new ideas (inference and synthesize).	Readers talk about what they read with others. Talking with others helps them check on their understanding. It also helps their thinking get bigger by adding the ideas of others.						2.1.10 2.1.11 2.1.13				
	I can understand stories from different points of view and empathize with the characters, <u>with teacher support</u> .	Readers connect with and understand characters by thinking about what they do and why they do it.						2.1.05 2.1.10 2.1.11 2.1.12 2.1.13				
	I understand that stories have a structure and an author's purpose.	When readers understand the way stories work, their comprehension increases.						2.1.05 2.1.10 2.1.12 2.1.3 2.1.14				
Readers put together and remember important information when reading.	I can retell a story in sequence including character, setting, and plot (e.g. five finger retell, Somebody-Wanted-But-So).	Readers can recall and retell a story. Retelling is one way they can check on their understanding of what they read.						2.1.10 2.1.11	<ul style="list-style-type: none"> • Retell • Five finger retell • Somebody-Wanted- 			

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	I can remember details that help build my understanding when I reading longer text.	Readers can remember details throughout the text so that what happens at the end makes sense to them.							2.1.08	But-So (SWBS) <ul style="list-style-type: none"> • Story map • Graphic organizer • Details • Main idea • Character • Setting • Problem 		
	I can <u>write</u> a clear retelling of a story. My retelling is sequenced and includes character, setting, and how the problem is resolved (use a graphic organizer to support doing this- SWBS, story map, etc.).	Readers can retell a story in writing. Retelling is one way they can check on their understanding of what they read.						2.1.04 2.1.10 2.1.14				
	I can identify the main idea and details of a story using a graphic organizer.	Using graphic organizers helps the reader make sense of the text.						2.1.11				
Readers are actively engaged in thinking and responding to texts before, during, and after reading.	I can respond to read-alouds.	Readers have different ways they think about and react to text. Readers can explain their thinking.							2.1.05 2.1.08 2.1.10 2.1.11 2.1.12 2.1.13 2.1.14	<ul style="list-style-type: none"> • Perspective • Themes • Summarize • Predict • Connect • Infer • Summarize • Synthesize • Analyze • Critique 		
	I can make and check predictions before, during, and after reading.	Readers predict what they think they will read and what will happen. They check on and revise their thinking as they gather more information from the text.						2.1.08				
	I can notice and use the conventions and organization of nonfiction and fiction, <u>with teacher support</u> .	Readers notice how a text is organized and what conventions the						2.1.05 2.1.12 2.1.14				

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	I can understand how nonfiction and fiction books are organized, <u>with less help from my teacher.</u>	writer used to make sense of what they read.							2.1.08 2.1.14			
	I can pay attention to what I've read and understand how the parts connect to one another when I read longer texts.	Readers understand and look for how characters, obstacles and actions are connected across a longer text.							2.1.13			
	I can talk and write about the important ideas of a text with help from my teacher.	Readers stop and summarize the big/important ideas. Summarizing helps them maintain meaning across a text.							2.1.04 2.1.10 2.1.11			
	I can write about a story and show that I understand the theme or big ideas.	Writing about a text can help a reader check their understanding.							2.1.04 2.1.10 2.1.11 2.1.12 2.1.13			
	I can select books that are just right for me, and I pick a variety of different books.	Good readers know how to tell if a book is just right and read a variety of books.							2.1.16			
	I can show through writing, art, or drama that I know how to extend the meaning of the text after reading silently (e.g. connect, infer, summarize, synthesize, analyze, critique).	Readers have different ways to respond to texts.							2.1.04 2.1.05 2.1.08 2.1.10 2.1.11 2.1.12 2.1.13 2.1.14			

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	I can respond to texts from another perspective (author, reader, characters) with less help from my teacher.	Good readers make connections, infer, summarize, synthesize, analyze, and critique.							2.1.04 2.1.05 2.1.08 2.1.10 2.1.11 2.1.12 2.1.13 2.1.14			
	I can talk about texts that contain more difficult ideas and language.	Readers deepen their understanding and expand their vocabulary by talking about complex themes and listening to higher level texts.							2.1.10			

References/Resources:

Clay, Marie, *Becoming Literate: The Construction of Inner Control*, Portsmouth, New Hampshire, Heinemann, 1991.

Fountas, Irene and Pinnell, Gay Su, *Guided Reading: Good First Teaching for All Children*, Portsmouth, New Hampshire, Heinemann, 1999.

Fountas, Irene and Pinnell, Gay Su, *The Continuum of Literacy Learning: Grades K-2 – A Guide to Teaching*, Portsmouth, New Hampshire, 2007.

Pinnell, Gay Su, *Guided Reading Program: Program Guide*, Scholastic, 1999.