

Reading Informational Priority Standards

Reading Literature Priority Standards

|  | September  | October  | November (1)   | December (2)   | January   |
|--|--|--|--|--|---|
| <p><b>Reading Informational</b></p> <p><b>Reading Literature</b></p> | <p>Teach Beginning of September<br/><b>RL 2.5</b></p> <p><b>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b></p> <p><i>RL 2.3 Describe how characters in a story respond to major events and challenges.</i><br/><i>RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</i><br/><i>RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</i><br/><i>RL.2.7 Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.</i><br/><i>RL 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the the high end of the range</i></p> <p><b>RI 2.5</b><br/><b>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b><br/><i>RI 2.4 Determine the Meaning of words and phrases in a text relevant to grade 2 topic or subject area.</i><br/><i>RI 2.7 Explain how specific images (e.g., a diagram showing how a</i></p> | <p><b>RL 2.5</b> Assess Beginning of October</p> <p><b>RI 2.5</b> Teach Mid October</p> <p><b>RI 2.2</b> Teach Mid October</p> | <p><b>RL 2.5</b> Re-assess Beginning of November</p> <p><b>RI 2.5</b> Assess Mid November</p> <p><b>RI 2.2</b> Assess Mid November</p> | <p>Assess Beginning of December<br/>Teach Beginning of December<br/><b>RI 2.2</b></p> <p><b>Recount stories Including fables, and folktales from diverse cultures, and determine their central message, lesson, or moral.</b></p> <p><i>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i><br/><i>RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</i><br/><i>RL 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grads 2-3 text complexity band proficiently, with scaffolding as needed at the the high end of the range</i><br/>Assess End of December<br/>Teach Beginning of January<br/><b>RI 2.9</b></p> <p><b>Compare and contrast two or more version of the same story (e.g., Cinderella stories) by different authors or from different culture</b></p> <p><i>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i><br/><i>RL 2.10 By the end of the year, read and comprehend literature,</i></p> | <p><b>RL 2.2</b> Re-assess Mid January</p> <p><b>RL 2.9</b> Assess End of January</p> |

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|                   | <p>machine works) contribute to and clarify a text.</p> <p><b>RI 2.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range</p> <p><b>RI 2.2</b></p> <p><b>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</b></p> <p><b>RL.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>RI 2.4</b> Determine the meaning of words and phrases.</p> <p><b>RI 2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI 2.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range</p> |  |            | <p>including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the the high end of the range</p> |  |
| <b>Writing</b>    | Response to Literature/ Informational  | Opinion  | Opinion    | Letters   | Personal Narrative   |
| <b>Language</b>   | <p>Identify Vowels</p> <ul style="list-style-type: none"> <li>• a, e, i, o, u, y</li> </ul> <p>Short Vowels</p> <ul style="list-style-type: none"> <li>• cvc patterns</li> </ul> <p>Long Vowels</p> <ul style="list-style-type: none"> <li>• cvce patterns</li> </ul> <p>Distinguish between words with long and short vowels</p>  | <p>Vowel Teams</p> <ul style="list-style-type: none"> <li>• ee, ea, oi, oi, ai,</li> </ul> <p>Syllables</p> <ul style="list-style-type: none"> <li>• two syllable words</li> </ul> <p>Flipping the sound</p> <ul style="list-style-type: none"> <li>• vowel teams create different sounds (bead/head, doll/roll, hint/pint)</li> </ul> |            | <p>Rule Breaker Words</p> <ul style="list-style-type: none"> <li>• friend</li> <li>• said</li> <li>• your</li> </ul>                                  | <p>Introduce Prefixes</p> <ul style="list-style-type: none"> <li>• un, re, dis, pre</li> </ul> <p>Introduce Suffixes</p> <ul style="list-style-type: none"> <li>• ed, ing, er, est, y, ly</li> </ul> <p>Decode parts of word for meaning</p> |
| <b>Vocabulary</b> | Lessons 16, 1, 2, 3  | Lessons 4, 10, 11, 12  | Lessons 13 |   | Lesson 5, 6,14,15  |

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| <b>Math</b>  | In Class: Unit 1<br><br>WINN: 2.OA.2 Fluency to 20 | In Class: Unit 2-(2.OA.2)<br>Unit 3<br><br>WINN: 2.NBT.1 Place Value | In Class: Unit 3 (2.OA.1)<br>Unit 4<br><br>WINN: 2.OA.1 Word Problems<br>WINN: Money | In Class: Unit 4 (2.NBT.1)<br><br>WINN: Money                     | In Class: Unit 5 (2.NBT.5)<br><br>WINN:2.NBT.5 Addition and Subtraction within 100-Introduction |
| <b>Content:</b><br><b>Science</b><br><b>Social Studies</b><br><b>Literature</b><br><b>Genres</b> |  | Dinosaurs<br><br>Informational Text                                  | Dinosaurs<br><br>Fables<br><br>Chicken Little Unit                                   | Community Helpers<br><br>Then and Now Cultures                    | Martin Luther King Jr,<br>Abraham Lincoln and George Washington<br><br>Fairy Tales              |
| <b>Field Trips</b>   |  | Dinosaur Field Trip -<br>Sheridan College                            | Dinosaur Field Trip -<br>Casper  | Parent Day/<br>Moxey Schreiber Vet<br>Office/<br>Fire Department? |   |

|   | February   | March (3)   | April  | May (3)                         |
|---|--|---|--|---------------------------------|
| <b>Reading Informational</b><br><br><b>Reading Literature</b> | <b>RL 2.2</b><br><br><b>RL 2.9</b> Re-Assess Mid February<br><br>Teach End of February<br><b>RI 2.8</b><br>Describe how reasons support specific points the author makes in a text.<br><br>RI 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.<br>RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.<br>RI 2.9<br>RI 2.10 By the end of year, read and comprehend informational texts, | <b>RI 2.8</b> Assess End of March<br><br><b>RI 2.9</b> Teach End of March<br>Compare and contrast the most important points presented by two texts on the same topic<br><br>RI .2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.<br>RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | <b>RI 2.8</b><br><br><b>RI 2.9</b> Assess End of April | <b>RI 2.9</b> Re-assess Mid May |

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|   | <i>including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range</i>   |  |  |   |
| <b>Writing</b>  | Personal Narrative   | Informational/Expository   | Informational/Expository                                 | Poetry                                  |
| <b>Language</b>   | Review/Harder Prefixes <ul style="list-style-type: none"> <li>uni, bi, tri</li> </ul> Review/Harder Suffixes <ul style="list-style-type: none"> <li>ily, ness, ful, able, less, ible, ment</li> </ul> Introduce Prefixes <ul style="list-style-type: none"> <li>non, im, in</li> </ul> | Rule Breaker Words <ul style="list-style-type: none"> <li>because</li> <li>does</li> <li>enough</li> </ul> |  |   |
| <b>Vocabulary</b>   | Lessons 7, 8, 9  |  | Lessons 17, 18   |   |
| <b>Math</b>   | In Class: Unit 6<br><br>WINN:  | In Class: Unit 7<br><br>WINN:  | In Class: Unit 8<br><br>WINN:                            | In Class: Unit 9<br><br>WINN:           |
| <b>Content:</b><br>Science<br>Social Studies<br>Literature Genres | States of Matter   | Life Cycle: plants, chicken and ducks<br><br>Informational Texts   | Life Cycle: chicken and ducks<br><br>Informational Texts | Natural Disasters/Weather<br><br>Poetry |
| <b><u>Field Trips</u></b>   | Domino's   | Wyo Theater (Play)?<br>Landon's Greenhouse   | Bradford Brinton (Illustrator)                           | Forestry/Game and Fish                  |