

Martensdale-St. Marys Community School

Reading/Language Arts Curriculum

Standard 1: Students will use multiple strategies to read a variety of text.
2nd Grade:

Benchmark: The student will	Grade Level Objective	Instructional Strategies	Assessments	Instructional Timeline
A. identify the characteristics of a variety of literary forms of genres.	1.2.A.1: read for information and enjoyment and respond to a wide variety of literature encompassing many genres and cognitive strategies MCGF	Read Alouds Think Alouds Partner Reading Shared Reading	Observation Literature-Assessment	
B. identify similarities and differences in terms of setting, character, events, and recurring themes.	1.2.B.1: compare and contrast plots, settings, and characters presented by different authors G	Model Guided Practice Independent- Practice Corrective Feedback Graphic Organizer	Graphic Organizers Literature-Assessments Peer Evaluation	
C. summarize, paraphrase, and sequence text to identify main idea and details.	1.2.C.1: ask and answer questions about essential textual elements of exposition (e.g., why, what, if, how)	etter Guided Practice Guided Practice Shared Practice Corrective feedback using a variety of literature	Observation Literature-Assessments Peer Evaluation	
D. scan and survey to get meaning from text.	1.2.D.1: interpret titles, table of contents, and chapter heading to locate information in text and other graphic cues.	Model Guided Practice Shared Practice Independent Practice Corrective feedback- using a variety of literature	Observation Literature-Assessments	
E. apply schema and relate it to new text.	1. 2.E.1: draw upon schema to make inferences and predictions C	Model Guided Practice Shared Practice Independent Practice Corrective feedback with a variety of literature	Observation Literature-Assessments Graphic Organizers	

		Think alouds Discussions		
	1.2.E.2: identify cause and effect relationships in text G	Model Guided Practice Shared Practice Independent Practice Corrective feedback- using a variety of literature Think alouds Discussion	Observation Literature- Assessments Graphic Organizers Peer Evaluation	
<i>F. identify author's point of view and/or purpose for study use.</i>	1.2.F.1: identify author's purpose(s) to comprehend informational text G	Model Guided Practice Shared Practice Independent Practice Corrective feedback using a variety of informational literature	Observation Literature- Assessments	

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Standard 2: Students will read for fluency, comprehension, and purpose in content areas.

2nd Grade:

Benchmark: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. monitor own reading fluency strategies.	2.A.2.1: read in phrases, attend to punctuation in sentences and paragraphs and speak clearly at appropriate pace for the type of communication	Model Guided Practice Independent Practice Interactive Practice Corrective feedback with a variety of reading materials Oral partner Silent reading	Observation Progress monitoring DIBELS/CBMs Peer / teacher observation	
B. demonstrate consistently pre-reading skills of previewing text, establishing a purpose for reading and making simple predictions.	2.B.2.1: preview title, distinguish between fiction, non-fiction, draw upon background knowledge and predict what the text will cover	Model Think alouds Guided practice Shared practice Group discussions Pair shares Small groups	Observation, written or pictorial representation	
C. decode words.	2.C.2.1: identify and use knowledge of spelling patterns (e.g., synonyms, antonyms, homographs, and homophones) when reading	Model Guided Practice Shared Practice Independent-Practice Corrective Feedback Sparkle Spelling	Observation Progress monitoring (DIBELS/CBMs) Skills assessments (grammar tests, literature tests, spelling tests)	
	2.C.2.2: apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel= su/per; vowel-consonant/consonant vowel= sup/per	Model Guided Practice Shared Practice Independent-Practice Corrective Feedback	Observation Progress monitoring (DIBELS/CBMs) Skills assessments (grammar tests, literature tests,	

		Sparkle Spelling	spelling tests)	
	2.C.2.3: look for parts within words in regular multi-syllable words	Model Guided Practice Shared Practice Independent-Practice Corrective Feedback Sparkle Spelling	Observation Progress monitoring (DIBELS/CBMs) Skills assessments (grammar tests, literature tests, spelling tests)	
	2.C.2.4: identify common abbreviations (Jan., Sun., Mr.)	Model Guided Practice Shared Practice Independent – Practice Corrective Feedback Sparkle Spelling	Observation Progress monitoring (DIBELS/CBMs) Skills assessments (grammar tests, literature tests, spelling tests)	
	2.C.2.5: identify and correctly use regular plurals (e.g., s, es, ies) and irregular plurals (e.g., fly/flies, wife/wives)	Model Guided Practice Shared Practice Independent-Practice Corrective Feedback Sparkle Spelling	Observation Progress monitoring (DIBELS/CBMs) Skills assessments (grammar tests, literature tests, spelling tests)	
	2.C.2.6: read and reread aloud fluently and accurately and with phrasing, automaticity, and resolve difficulties quickly with self-correction	Model Guided Practice Shared Practice Corrective Feedback	Observation through listening to oral reading Progress monitoring (DIBELS/CBMs)	
<i>D. make explicit mental pictures of concrete information.</i>	2.D.2.1: use think alouds while reading, drawing upon background knowledge to connect information, creating visual images MCGF	Model Guided practice with a variety of genre Think aloud	Story retell Discussions Observation	
<i>E. determine meaning of unknown words.</i>	2.E.2.1: use context clues, prior knowledge, make inferences, and ask for clarification of the meaning of unknown words for speaking and writing	Model Guided Practice Shared Practice Independent – Practice Think alouds Guess and check	Observation Literature assessments	
<i>F. demonstrate competence in vocabulary usage and</i>	2.F.2.1: identify and use appropriate vocabulary MCGF	Model Guided Practice	Observation Literature	

word recognition.		Shared Practice Independent practice	assessments	
G. consistently confirm and revise simple predictions about the text.	2.G.2.1: continually confirm or revise predictions using context clues and making inferences	Model Guided Practice Shared Practice Independent- Practice Corrective feedback while reading a variety of literature	Observation Literature assessments Graphic organizers	
	2.G.2.2: restate facts and details in the text to clarify and organize ideas	Model Guided Practice Shared Practice Independent – Practice Corrective feedback while reading a variety of literature	Observation Literature assessments Graphic organizers	
H. comprehend a variety of fiction and non-fiction texts	2.H.2.1: identify main ideas, summarize, draw conclusions, evaluate, synthesize within text, engage in discussion, and write to learn. G	Model Guided Practice Shared Practice Independent Practice	Observation Literature assessments Graphic organizers	

**Martensdale-St. Marys Community School
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Standard 3: Students will demonstrate knowledge of process, audience, purpose, and format in written work.

2nd Grade:

Benchmark: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. pre-write, draft, revise, edit, and publish a written composition conveying intended purpose.	3.A.2.1: write clear and coherent sentences connecting ideas around a single topic to entertain or inform	Model Guided Practice Interactive Practice Independent Practice Corrective feedback with sentence writing Friendly letters Paragraphs Short stories	Rubric for sentence writing, friendly letters, paragraphs, and short stories (capitalization, punctuation, grammar structure) Observation	
	3.A.2.2: generate and arrange related ideas and maintain a consistent focus	Model Guided Practice Interactive Practice Independent Practice Corrective feedback with sentence writing Friendly letters Paragraphs Short stories	Rubric for sentence writing, friendly letters, paragraphs, and short stories (capitalization, punctuation, grammar structure) Observation	
	3.A.2.3: create readable documents with legible handwriting C	Model Guided Practice Independent Practice Corrective feedback with	Rubrics for handwriting in sentences, friendly letters, paragraphs, and short stories (capitalization, punctuation, grammar structure) Observation	

		<p>sentence writing Friendly letters Paragraphs Short Stories</p>		
	<p>3.A.2.4: examine and revise original draft to improve sequence and provide more descriptive detail</p>	<p>Model Guided Practice Independent Practice Corrective feedback with sentence writing Friendly letters Paragraphs Short Stories</p>	<p>Rubrics or checklists for sentence writing, friendly letters, paragraphs and short stories (capitalization, punctuation, grammar structure) Observation</p>	
	<p>3.A.2.5: publish and share completed written work <u>C</u></p>	<p>Model Guided practice Independent practice Corrective feedback Friendly letters Paragraphs Short Stories</p>	<p>Rubrics for sentence writing, friendly letter, paragraphs and short stories (capitalization, punctuation, grammar structure) Observation</p>	
<p><i>B. use knowledge of purpose, audience, format, and medium in developing written communication</i></p>	<p>3.B.2.1: write to entertain or inform <u>C</u></p>	<p>Model Guided Practice Independent practice Interactive Practice Corrective feedback with sentence writing Friendly letters Paragraphs Short stories</p>	<p>Observation of sentence writing, friendly letter, paragraphs and short stories (capitalization, punctuation, grammar structure)</p>	
	<p>3.B.2.2: write for self, teacher, and others <u>C</u></p>	<p>Model Guided Practice Independent practice Interactive Practice Corrective</p>	<p>Observation of sentence writing, friendly letter, paragraphs and short stories (capitalization, punctuation, grammar structure)</p>	

		feedback with sentence writing Friendly letters Paragraphs Short stories		
	3.B.2.3: write letters, journals, narratives, expository paragraphs, reports, and poetry C	Model Guided Practice Independent practice Interactive Practice Corrective feedback with sentence writing Friendly letters Paragraphs Short stories	Rubrics or checklists for sentence writing, friendly letter, paragraphs and short stories (capitalization, punctuation, grammar structure) Observation	
	3.B.2.4: write in a Word document T	Model Guided Practice Corrective feedback Independent practice Type spelling words Type sentences	Observation of printed work	
C. apply writing strategies to communicate in a variety of genres	3.C.2.1: organize writing ideas or topics	Graphic Organizers Free writing Unsent letters	Observation	
	3.C.2.2: write in a variety of genre MCGF	Stories Letters Poems Journals Summaries Literature responses Information reports	Observation	
D. use writing as a tool for learning	3.D.2.1: improve comprehension, increase	Model Guided Practice	Observation	

	retention, connect new and old information, elaborate and manipulate ideas, use new vocabulary	Independent Practice Corrective Feedback		
	3.D.2.2: engage in questioning and reasoning, inform and support opinions, reflect on experiences, gain insight, support thinking C	Model Guided Practice Independent Practice Corrective Feedback	Observation	
	3.D.2.3: write on demand for specific audience and purpose by choosing a single topic using personal experience and observation C	Model Guided Practice Independent Practice Corrective Feedback	Observation	
<i>E. access, evaluate, and communicate information ideas</i>	3.E.2.1: generate questions and locate quality answers using accurate information T	Model Guided Practice Independent Practice Corrective feedback	Observation	
	3.E. 2.2: use technology to communicate answers accurately and responsibly T	Model Guided Practice Independent Practice Corrective feedback	Observation	

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Standard 4: Students will use correct grammar, spelling, and usage in written work.

2nd Grade:

Benchmark: The student will:	Grade Level Objective	Instructional Strategies	Assessments	Instructional Timeline
A. demonstrate the ability to use descriptive language.	4.A.2.1: be able to recall experiences or present stories moving through a logical sequence of events and include story elements (character, plot, setting, conclusion) MCGF	Model Guided Practice Interactive Practice Independent Practice Corrective feedback with both oral and written expectations	Observation Graphic organizer for narratives and stories (character, plot, setting, conclusion) Journals	
	4.A.2.2: will transition recall logical sequence skills into actual writing	Model Guided Practice Interactive Practice Independent Practice Corrective feedback with both oral and written expectations	Observation Graphic organizer for narrative and short stories (character, plot, setting, conclusion) Journals	
B. use conventions of print in writing.	4.B.2.1: distinguish between complete and incomplete sentences C	Model Guided Practice Interactive Practice Independent practice and corrective feedback with sentence writing Worksheets Letter writing Paragraph and story writing Daily Oral Language details and conclusion Literacy Centers	Activity pages Journals Grammar tests Activity pages	
	4.B.2.2: identify and use the correct word order in written sentences using simple and compound subjects and	Model Guided Practice Interactive Practice	Journals Grammar tests Activity pages	

	verbs	Interactive Practice Independent practice and corrective feedback with sentence writing Worksheets Letter writing Paragraph and story writing Daily Oral Language Literacy Centers		
	4.B.2.3: identify and correctly use various parts of speech (nouns, pronouns, past and present verbs)	Model Guided Practice Interactive Practice Independent Practice and corrective feedback with sentence writing Worksheets Letter writing Paragraph and story writing Daily Oral Language Literacy Centers	Journals Grammar Tests	
	4.B.2.4: use punctuation correctly (period, question mark, exclamation point, quotation marks)	Model Guided Practice Interactive Practice Independent Practice and corrective feedback with sentence writing Worksheets Letter writing Paragraph and story writing Daily Oral Language Literacy Centers	Journals Grammar Tests Activity Pages	
	4.B.2.5: capitalize all proper nouns, words at the beginning or sentences and greetings, months and days of the week, and titles and initials of people	Model Guided Practice Interactive Practice Independent Practice and corrective feedback with sentence writing Worksheets Letter writing	Journals Grammar Tests Activity Pages	

		Paragraph and story writing Daily Oral Language Literacy Centers		
	4.B.2.6: spell frequently used irregular words correctly (e.g., was, were, says, said, who, what, why)	Model Guided Practice Interactive Practice Independent Practice and corrective feedback with sentence writing Worksheets Letter writing Paragraph and story writing Literacy Centers	Spelling Tests Journals Grammar tests	
	4.B.2.7: spell basic short vowel, long-vowel, r-controlled, and consonant-blend patterns correctly	Model Guided Practice Interactive Practice Independent Practice and corrective feedback with sentence writing Worksheets Letter writing Paragraph and story writing Daily Oral Language Literacy Centers	Spelling Tests Journals Grammar Tests	

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Standard 5: Students will consider purpose, audience, and roles in spoken communication.

2nd Grade:

Benchmark: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. communicate ideas clearly.	5.A.2.1: retell stories, including characters, setting and plot	Model Guided practice Independent practice Pair-Share Corrective feedback	Teacher Observation Graphic Organizer	
	5.A.2.2: report on a topic with supportive facts and details using appropriate grammar or pace C	Model Guided practice Shared Practice Corrective feedback	Teacher Observation Rubrics (grammar, pace, eye contact, expression, content)	
	5.A.2.3: identify audience and respond to appropriate information or opinions to questions asked C	Model Guided practice Shared Practice Corrective feedback	Teacher Observation (grammar, pace, eye contact, expression, content)	
	5.A.2.4: use appropriate language, vocabulary, pronunciation, rate and volume when speaking	Model Guided practice Shared Practice Corrective feedback	Teacher Observation Rubrics (grammar, pace, eye contact, expression, content)	
	5.A.2.5: deliver short reports, give directions and explanations, and discuss how to report an emergency C	Model Guided practice Shared Practice Corrective feedback	Teacher Observation	
B. use appropriate body language when speaking.	5.B.2.1: use appropriate eye contact and good body basics C	Model Guided practice	Teacher Observation (eye contact, body	

		Independent practice Corrective feedback	basics)	
<i>C. recognize the role of evaluation and response in oral communication</i>	5.C.2.1: accept and respond to feedback from peers and teachers C	Model Guided practice Shared practice Corrective feedback	Teacher Observation	
	5.C.2.2: respond verbally and non-verbally in conversation	Model Guided practice Shared practice Corrective feedback	Teacher Observation	

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Standard 6: Students will use listening skills for interpretation, feedback and analysis.

2nd Grade:

Benchmark: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. participate in one on one and group discussions.	6.A.2.1: listen respectfully and respond appropriately to discussions (ask questions and add comments) C	Model Guided practice Corrective feedback	Teacher observation	
B. use questions as a problem solving technique	6.B.2.1: ask questions and share ideas during discussions, pair shares, and independent reading	Model Guided practice Corrective feedback	Teacher observation	
C. listen for information and understanding	6.C.2.1: connect information to prior knowledge and personal experience G	Model Guided practice Corrective feedback	Teacher observation	
	6.C.2.2: listens to and follows two-step directions	Model Guided practice Corrective feedback	Teacher observation	
	6.C.2.3: gather and convey information from the listening experience	Model Guided practice Corrective feedback	Teacher observation	
D. listen for interpretation, analysis and evaluation	6.D.2.1: determine if a speaker's general purpose is to inform, entertain, or persuade	Model Guided practice Corrective feedback	Teacher observation	
	6.D.2.2: determine if the purpose for listening is to obtain information, take action, make decisions, solve problems, or for enjoyment	Model Guided practice Corrective feedback	Teacher observation	
	6.D.2.3: use the sounds, segments, rhythms, and patterns of language to interpret or	Model Guided practice	Teacher observation	

	analyze information, opinions, issues, and ideas	Corrective feedback		
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**Martensdale-St. Marys Community School
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Standard 7: Students will use multiple strategies for interpreting, analyzing, and applying viewed media.

2nd Grade:

Benchmark: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. interpret connections between viewed media, course content, or society	7.A.2.1: compare and contrast viewed media, course content, or society T	Model Guided practice Independent practice Corrective feedback	Discussion Graphic organizer Observation	
B. apply technology to aid in comprehending viewed media.	7.B.2.1: identify and explain common symbols, differences between real and make believe, predict potential effects on viewers and discuss the presence of visual media in daily life T	Model Guided practice Independent practice Corrective feedback	Discussion Graphic organizer Observation	
C. evaluate viewed media.	7.C.2.1: evaluate quality of information and its affects on society T	Model Guided practice Independent practice Corrective feedback	Discussion Teacher observation	

Martensdale-St. Marys Community School
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Standard 8: Students will consider purpose, ethical concerns, and evaluative processes in research activities.

2nd Grade:

Benchmark: The student will:	Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
A. use a wide variety of strategies to identify topics to investigate.	8.A.2.1: identify the purposes of various reference materials (e.g., dictionary, thesaurus, atlas, internet) T	Model Guided practice Interactive practice Independent practice and corrective feedback	Teacher observation Quizzes	
B. use multiple resources to find information for research topics.	8.B.2.1: report on a topic with facts and details, drawing from several sources of information T	Model Guided practice Interactive practice Independent practice Corrective feedback with simple report writing	Teacher observation Note card information (sources, content, visual effect)	
C. make inferences by drawing conclusions, predicting outcomes from text and prior knowledge	8.C.2.1: use schema and identify context clues to make inferences and predictions	Model Guided practice Shared practice Independent practice Corrective feedback Generate alternative endings and identify the reasons and impact of original and alternative endings	Teacher observation Assignment Graphic organizer	