

**SPEED S.E.J.A #802**  
 Reading Curriculum  
 Second Grade

| Learner Outcomes<br>(Skills/Concepts) | Suggested Activities and Materials | Assessment/Evidence of Mastery |
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**STATE GOAL 1: Read with understanding and fluency.**

**STANDARDS A: Apply word analysis and vocabulary skills to comprehend selections.**

**BENCHMARKS:** 1. 1.A.1a Apply word analysis skills to recognize new words.

**STANDARD B: Apply reading strategies to improve understanding and fluency.**

**BENCHMARKS:** 1. 1.B.1a- Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.  
 2. 1.B.1b- Identify genres (forms and purposes) of fiction, non-fiction, poetry, and electronic literary for  
 3. 1B1c- Continuously check and clarify for understanding (eg. Reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).  
 4. 1B1d- Read age-appropriate material aloud with fluency and accuracy.

**STANDARD C: Comprehend a broad range of reading materials.**

**BENCHMARKS:**

1. 1.C.1a- Use information to form questions and verify predictions.
2. 1C.1b- Identify important themes and topics.
3. 1C1c- Make comparisons across reading selections.
4. 1.C.1d- Summarize content of reading material using text organization (e.g. story, sequence).
5. 1.C.1e- Identify how authors and illustrators express their ideas in text and graphics ( e.g. dialogue, conflict, shape, color, characters).
6. 1.C.1f- Use information presented in simple tables, maps, and charts to form an interpretation.

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| Use phonics to decode simple words in age-appropriate material.<br><br>Demonstrate phonological awareness (e.g., counting syllables, hearing rhyme, alliteration, onset, and rime) of sounds in words.<br>Recognize 100 high frequency sight words including environmental print.<br><br>Use a variety of resources (e.g., age appropriate | Word walls, vocabulary, letter-sound recognition<br><br>Rhyming words, word wall<br><br>Word wall, vocabulary, signs<br><br>Picture cards, boardmaker pictures, K-W-L, picture dictionary,<br><br>Self-correction, self-monitoring | The Work Sampling System<br><br>Second Grade Developmental Checklist IIC2<br><br>Charting<br><br>Charting<br><br>Read aloud, |
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| <p>dictionaries, pictures illustrations, photos, ask others, context, previous experience) to determine and clarify meanings of unfamiliar words.</p> <p>Begin to recognize miscues that interfere with meaning and use self-correcting strategies.</p> <p>Activate prior knowledge, including knowledge of content, knowledge of text structure, and knowledge of strategies to use with a given text.</p> <p>The student will recall and locate details from a given selection.</p> <p>The student will sequence events in a selection.</p> <p>The student will identify the main idea of a given selection.</p> <p>xl.</p> | <p>KWL chart, , switches, read similar stories, books based on similar themes</p> <p>Use switches to answer recall questions after daily oral read alouds, orally ask questions about reading selections, ask "w" questions.</p> <p>Use switches and pictures to sequence stories.</p> <p>Ask first, second, third, beginning, middle, and end questions. Use student made books to retell the story in the correct sequence.</p> <p>Picture choices, switches, main idea posters, oral questions</p> | <p>Informal assessment, observations, accuracy of student response</p> <p>Informal assessment, observation, accuracy of student response</p> <p>Informal assessment, observation, accuracy of student response.</p> <p>The Work Sampling System Second Grade Developmental Checklist II C3</p> |

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| <p><b>STATE GOAL 2. Read and understand literature representative of various societies, eras, and ideas.</b></p> <p><b>STANDARDS A: Understand how literary elements and techniques are used to convey meaning.</b></p> <p><b>BENCHMARKS:</b></p> <ol style="list-style-type: none"> <li>1. 2.A 1a: Identify the literary elements of theme, setting, plot and character within literary works.</li> <li>2. 2A1b: Classify literary works as fiction or non-fiction.</li> <li>3. 2A1c: Describe differences between prose and poetry.</li> </ol> | <p>Picture cards, puppetry, story webbing, timeline of actions using first, then; oral questions.</p> <p>Picture matching, timeline if the setting changes, highlighting.</p> <p>Switches with end rhymes, rhyming words, charts, songs, pictures of students singing or using switches.</p> <p>Cloze passages, pictures, webbing, first-then.</p> | <p>Daily work sampling</p> <p>Developmental checklist</p> |

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**STATE GOAL2. Read and understand literature representative of various societies, eras, and ideas.**  
**STANDARDS B: Read and interpret a variety of literary works.**

**BENCHMARKS:**

1. 2B1a: Respond to literary materials by connecting them to their own experiences and communicate the responses to others.
2. 2B1b: Identify common themes in literature from a variety of eras.
3. 2B1c: Relate character, setting and plot to real life situations.

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| The student will state when a story, poem or play takes place, e.g. long ago, now, future, etc. | Read stories about different time periods.<br>Use pictures to compare and contrast different time periods.<br>Timeline, Students make their own stories about events in their lives. | Daily work sampling<br>Developmental checklist<br>Observations |
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**STATE GOAL 3-Write to communicate for a variety of purposes.**

**STANDARDS C: Communicate ideas in writing to accomplish a variety of purposes.**  
**BENCHMARKS:**

1. 3.C.1a- Write for a variety of purposes including descriptions, information, explanation, persuasion and narration.
2. 3.C.1b- Create media compositions or productions which convey meaning visually for a variety of purposes.

Experiment with different forms of writing.  
(Song, poetry, short fiction, recipes, dairy, journal, directions)

Use basic components of the writing process.  
Create a basic publication using available resources (e.g. pictures, colors, computer, copier).

Use graphic organizers to organize and sequence the essay, use pictures to write essays, writing with symbols, outlines, group writing to begin/end each day, write at the end of the day to review the day's schedule, use pictures/words to describe things (weather, feeling, objects, people), use webs to brainstorm descriptions of an object, use pictures to write a narration, use a picture outline to relay information, use a daily writing board to organize, relay, and explain important classroom information, use pictures/model writing to review classroom/school rule, use pictures to write persuasive writings to address conflict/questions within the school, use pictures/model writing to describe student's weekend, pen-pal writing, write letters to support staff, family members, political figures, friends, model group writing to pen pals, read and highlight parts of example letters, highlight parts of a letter, writing with symbols, use pictures to write letters, use name stamps for greetings.

Utilize the stages of writing including prewriting, drafting, and publishing (include peer review).

Create a newspaper, journal writing, classroom book

Daily work sampling, developmental checklist, observations, rubric to assess the inclusion of elements of a letter, assess accuracy of descriptors.

Rubric, work sampling

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**STATE GOAL 4- Listen and speak effectively in a variety of situations.**  
**STANDARDS: Listen effectively in formal and informal situations.**

**BENCHMARKS:**

1. 4.A.1a- Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
2. 4.A.1b- Ask questions and respond to questions from the teacher and from group members to improve comprehension.
3. 4.A.1c- Follow oral instructions accurately.
4. 4.A.1d- Use visually oriented and auditorily based media.

**STANDARD B: Speak effectively using language appropriate to the situation and audience.**

**BENCHMARKS:**

1. 4.B.1a- Present brief oral reports, using language and vocabulary appropriate to the message and audience. (e.g. show and tell)
2. 4.B.1b- Participate in discussions around a common topic.

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| <p>Make a relevant verbal response that demonstrates comprehension.</p> <p>Recognize common sounds (e.g. honk, bark, siren, whistle, running water).</p> <p>Distinguish letter sounds.</p> <p>Differentiate between words that rhyme and those that do not rhyme.</p> <p>Distinguish between "real" and "make believe" events.</p> <p>Differentiate between a statement and a question.</p> <p>Formulate both a response statement and a question at appropriate times.</p> | <p>Picture identification ("Who is this?" - student responds with his/her name), using switches to respond to oral questioning, using switches after being read a story to answer comprehension, sequencing, main idea, detailing questions, use switches/pictures/eye gaze to make choices</p> <p>Switches, audio tape, CD</p> <p>Letter sound recognition, vocabulary, word wall</p> <p>Rhyming words, word wall, vocabulary, switches</p> <p>Oral discussion, pictures, switches, eye gaze, cloze activities</p> <p>Switches, pictures, oral questioning, written response</p> <p>Switches, written response, oral questioning</p> | <p>Daily work sampling, developmental checklist, observations, rubric to assess the inclusion of elements of a letter, assess accuracy of descriptors.</p> <p>Formal and informal observation</p> <p>Work sampling, data charting, formal and informal observation</p> |
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Complete a 2 step task based on oral instructions.  
 Demonstrate through body language, art, gestures, and oral responses that some visual and auditory messages are being understood.  
 Ask appropriate questions to clarify questions to clarify basic events in media presentations.

**Suggested Activities and Materials**

Switches, discuss ideas with a peer to help develop a plan for writing, make a web before writing.  
 Plays, role play, art projects  
 Switches, write out questions to ask presenter

**Assessment/Evidence of Mastery**

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**STATE GOAL 5- Use the language arts to acquire, assess, and communicate information.**

**STANDARD A: Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.**

**BENCHMARKS:**

1. 5.A.1a- Identify questions and gather information.
2. 5.A.1b- Locate information using a variety of resources.

**STANDARDS: Analyze and evaluate information acquired from various sources.**

**BENCHMARKS:**

1. 5.B.1a- Select and organize information from various sources for a specific purpose.
2. 5.B.1b- Cite sources used.

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| <p>Use dictionary to learn the meaning and other features of unknown words.</p> <p>Use legible handwriting or technology to produce a final copy</p> <p>Use the context of print to determine the meaning of words</p> <p>Begin to brainstorm to generate questions to gather information.</p> <p>Discuss prior knowledge of topic.</p> <p>Generate questions gained from experiences.</p> <p>Make predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.</p> <p>Change or confirm predictions as information is</p> | <p>Spelling words (looking up definitions), dictionary on the computer, picture dictionary, matching picture cards, highlighting</p> <p>Writing with Symbols, Boardmaker tracing names, tactile/textured names, type on the computer, pictures, name stamps, sponge letters, magnetic letters, painting</p> <p>Environmental print, labeling, reading unfamiliar passages for context, pairing pictures/objects with unfamiliar words, word wall, vocabulary words</p> <p>KWL, graphic organizers, webs</p> <p>Graphic organizers, KWL charts, switches, picture cards, highlighting topic sentences</p> <p>Make predictions prior to reading... read a few pages and check the predictions and make changes as needed, flannel board</p> | <p>Daily work sampling, developmental checklist, observations, accuracy of definition</p> <p>Work sampling, informal observation</p> <p>Checklists/data charts</p> |
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added.  
Order events in a reasonable sequence.

**Suggested Activities and Materials**

stories... change the characters/setting as the predictions change, use pictures to confirm/change predictions  
Picture card, sentence strips, musical sequencing with switches

**Assessment/Evidence of Mastery**