

## **English / Language Arts Philosophy**

**We feel it is essential for our students to develop skills that enable them to be lifelong learners. Communication skills, that is, the ability to read, write, speak, listen, view critically, and use technology, are of the utmost importance. We recognize the need for continuous development of these skills to be necessary for individual growth and success. Our first obligation is to ensure that our students develop their language skills to their full potential. We organize our classes in a manner that strives to meet the individual needs of each student. New programs have been implemented at the district and school levels to help ensure that our students meet this goal.**

**The teaching of values is one of the underlying purposes for studying literature. It is one of the many responsibilities of public education to produce students who are, at the very least, aware of the values that are the foundation of our society. We feel that students must have developed communication skills in order to fully comprehend, evaluate, and express these values.**

**In order for students to benefit from their education, they must be capable of understanding that their world goes beyond the limit of their own environment. It is our goal to make sure that they have the skills that enable them to make sound judgments about whatever it is that they encounter. The ability to do so is based upon a continual learning process, which has as its foundation the ability to analyze various forms of communication and to arrive at valid conclusions based upon that analysis.**

**We realize that our students arrive with a unique set of personal experiences that not only impact how they view the world, but also impact how they will analyze it. It is our goal to expand those experiences and hone those analytical skills so that all of our students can reach their full potential and experience success.**

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**

**Goal: Phonemic Awareness and Phonological Knowledge**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>R-2-9 Students will demonstrate phonemic awareness.</b></p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Dibels Assessment</li> <li>*Unit and End-of-Year</li> <li>* Benchmark Assessments</li> <li>*Fresh Reads for Differentiated Test Practice</li> <li>*Weekly Selection Tests</li> <li>*Oral reading observations</li> <li>* Informal observations</li> </ul>	<p>R-2-9.1 Blend and segment phonemes <u>in more complex one-syllable words</u> (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh) (Local)</p> <p>SF2.1: 12n-12o, 42n-42o, 68n-68o, 96n-96o, 128n-128o</p> <p>2.2: 16n-16o, 190n-190o, 219n-219o, 252n-252o, 282n-282o</p> <p>2.3: 316n-316o, 344n-344o, 372n-372o, 402n-402o, 426n-426o</p> <p>2.4: 12n-12o, 42n-42o, 66n-66o, 96n-96o, 124n-124o</p> <p>2.5: 154n-154o, 180n-180o, 208n-208o, 234n-234o, 264n-264o</p> <p>2.6: 297n-297o, 322n-322o, 350n-350o, 376n-376o, 408n-408o</p> <p>*Clap syllables</p>	<ul style="list-style-type: none"> <li>*Decodable Readers</li> <li>*Audio Text CD's</li> <li>*Phonics Activities CD-ROM</li> <li>*Phonics and Spelling Practice Book</li> <li>*Phonics and Word Building Board and Letters</li> <li>*Phonics Songs and Rhyme Audio CD</li> <li>*Phonics and Rhyme Flip Chart</li> <li>*Sound Spelling Cards and Wall Charts</li> <li>*Tested Vocabulary Cards</li> <li>*Vocabulary Transparencies</li> <li>*Phonics Activities CD ROM</li> <li>*Phonics Songs and Rhymes Audio CD</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**  
**Goal: Reading Fluency and Accuracy**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>R-2-11 Students will read grade-level appropriate material with:</b></p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Dibels Assessment</li> <li>*Unit and End-of-Year</li> <li>* Benchmark Assessments</li> <li>*Fresh Reads for Differentiated Test Practice</li> <li>*Weekly Selection Tests</li> <li>*Oral reading observations</li> <li>* Informal observations</li> <li>* DRA</li> <li>* Running Records</li> <li>* Browsing boxes</li> </ul>	<p><b>R-2-11.1 Accuracy:</b> read material appropriate <u>for the end of grade 2</u> with at least 90-94% accuracy (See Appendix F for sample titles.) (Local) SF 2.1-2.6: DI: 71, DI: 72</p> <p><b>R-2-11.2 Fluency:</b> read <u>grade-appropriate text</u> with oral fluency rates <u>of at least 80 – 100 words</u> correct per minute (See Appendix C for suggested rates.) (Local) SF 2.1-2.6: DI: 71, DI: 72</p> <p><b>R-2-11.3 Fluency:</b> read grade appropriate text in a way that makes meaning clear, demonstrate phrasing, expression and with attention to <u>punctuation ( including commas and quotation marks)</u> (local) SF 2.1: 36f, 88f, 150f 2.2: 182f, 243f, 303f 2.3: 338f, 395f, 418f 2.4: 31f, 188f, 142f 2.5: 201f, 256f, 284f 2.6: 314f, 368f, 426f</p>	<ul style="list-style-type: none"> <li>* Big books</li> <li>* Poetry book</li> <li>* Browsing boxes</li> <li>L*eveled Readers</li> <li>*Online Leveled Reader Database</li> <li>*Sing With Me Big Book</li> <li>*Decodable Readers</li> <li>*Strategic Intervention Decodable Readers</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**  
**Goal: Reading Fluency and Accuracy**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>R-2-11 Students will read grade-level appropriate material with:</b></p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Dibels Assessment</li> <li>*Unit and End-of-Year</li> <li>* Benchmark Assessments</li> <li>*Fresh Reads for Differentiated Test Practice</li> <li>*Weekly Selection Tests</li> <li>*Oral reading observations</li> <li>* Informal observations</li> <li>* DRA</li> <li>* Running Records</li> <li>* Browsing boxes</li> </ul>	<ul style="list-style-type: none"> <li>* Guided Reading</li> <li>* Shared Reading</li> <li>* Reading Buddies</li> </ul>	<ul style="list-style-type: none"> <li>* Big books</li> <li>* Poetry book</li> <li>* Browsing boxes</li> <li>*Leveled Readers</li> <li>*Online Leveled Reader Database</li> <li>*Sing With Me Big Book</li> <li>*Decodable Readers</li> <li>*Strategic Intervention Decodable Readers</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**

**Goal: Vocabulary Strategies**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>R-2-2 Students will identify the meaning of unfamiliar vocabulary by...</b></p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Fresh Reads for Differentiated Test Practice</li> <li>*Weekly Selection Tests</li> <li>*Oral reading observations</li> <li>* Informal observations</li> </ul>	<p>R-2-2.1 Use strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as “thick-est,” “hope-ful;” or context clues, including illustrations and diagrams: or prior knowledge) (State)</p> <p>SF 2.2: 250-251, 280c            2.3: 426p, 452d, 458d            2.4: 68-69, 90-91, 126-127            2.5: 180n-180o, 182c-182d, 286-287, 236-237            2.6: 368a, 377b, 404c, 410-411</p> <ul style="list-style-type: none"> <li>* Shared Reading</li> <li>* Interactive Read Alouds</li> <li>* Word Study principles: Root Words</li> </ul>	<ul style="list-style-type: none"> <li>* Big books</li> <li>* Leveled books</li> <li>*Quality literature</li> <li>*Tested Vocabulary Cards</li> <li>*Vocabulary Transparencies</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**  
**Goal: Breadth of Vocabulary**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>R-2-3 Students will show breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...</b></p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Fresh Reads for Differentiated Test Practice</li> <li>*Weekly Selection Tests</li> <li>*Oral reading observations</li> <li>* Informal observations</li> <li>* Teacher Observation</li> <li>* Three-Way Sort</li> </ul>	<p>R-2-3.1 Identify synonyms or antonyms; or categorizing words (State) EXAMPLES ( of categorizing ): Given a T-chart with two “categories” of words listed (e.g., shapes and sizes), students would identify another word to add to the chart that describes shapes or sizes; or in a multiple choice item, select the best category title for the words listed</p> <p>SF 2.1: 30-31, 88e, 150e, 274a 2.2: 274a, 338e 2.3: 395e, 414-415 2.4: 60e 2.5: 202e, 226e 2.6: 116e</p> <p>R-2-3.2 Select appropriate words to use in context, <u>including words specific to the context of the text</u> ( State ) EXAMPLE: In a short passage about Native American homes, students might encounter the words longhouse and igloo, and then be asked to show that they know the difference between them. SF 2.1: 44-59, 98-11</p>	<p><u>*Phonics Lessons, Letters, Words and How They Work</u></p> <ul style="list-style-type: none"> <li>* Big books</li> <li>* Quality Literature (<u>Quick As A Cricket</u>)</li> <li>* Big books</li> <li>* Leveled books</li> <li>*Tested Vocabulary Cards</li> <li>*Vocabulary Transparencies</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**  
**Goal: Breadth of Vocabulary**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>R-2-3 Students will show breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...</b></p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Fresh Reads for Differentiated Test Practice</li> <li>*Weekly Selection Tests</li> <li>*Oral reading observations</li> <li>* Informal observations</li> <li>*Teacher Observation</li> </ul>	<p>2.3: 428-451 2.4: 45-59, 68-87 2.5: 156-171 2.6: 298-313, 378-401</p> <p>* Describe words in terms of categories (e.g., Lions and tigers are meat eaters,) functions (e.g., Books, magazines, and newspapers are used for reading.) or features (e.g., A mammal has live babies.)</p>	<ul style="list-style-type: none"> <li>*<u>Phonics Lessons, Letters, Words and How They Work</u></li> <li>* Big books</li> <li>* Quality Literature (<u>Quick As A Cricket</u>)</li> <li>* Big books</li> <li>* Leveled books</li> <li>*Tested Vocabulary Cards</li> <li>*Vocabulary Transparencies</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**

**Goal: Initial Understanding of Literary Texts**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>R-2-4 Students will demonstrate initial understanding of elements of literary texts by...</b></p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Fresh Reads for Differentiated Test Practice</li> <li>*Weekly Selection Tests</li> <li>*Oral reading observations</li> <li>* Informal observations</li> </ul>	<p>R-2-4.1 Identify <u>or describe character(s) , setting, problem, solution, or major events, as appropriate to text</u> (State)            SF 2.1: 13a-13b, 69a-69b                2.2: 178-179                2.3: 318e, 403a-403b                2.4: 18-19, 26-27, 96-97                2.5: 196-197, 222-223                2.6: 408-409, 422-423</p> <p>R-2-4.2a <u>Sequence key events in order, as appropriate to text</u> (local)            SF 2.2: 163a-163b, 174-175, 204-205, 234-235                2.3: 330-331                2.5: 180-181, 194-195, 216-217</p> <p>R-2-4.2b <u>Retell the key elements of a story</u> (local)            SF2.1: 14-15, 70-71, 130-131                2.2: 182-183, 243-244, 303-304                2.3: 338-339, 366-367, 452-453                2.4: 31-32, 88-89, 143-144                2.5: 172-173, 226-227, 284-285                2.6: 315-316, 369-370, 427-428</p>	<ul style="list-style-type: none"> <li>*Amazing Words Posters</li> <li>*Centers Survival Kit</li> <li>*Reading Practice Book</li> <li>*Read Aloud Anthology</li> <li>*Readers' Theater Anthology</li> <li>*Retelling Cards</li> <li>*Skills Transparencies</li> <li>*Guide on the Side</li> <li>*Audio Text CDs</li> <li>*Online Story Sort</li> <li>*Phonics Activities CD ROM</li> <li>*Phonics Songs and Rhymes</li> <li>*Audio CD</li> <li>*Sing With Me/ Background</li> <li>*Building Audio CD</li> <li>*<a href="http://classroom.jc-schools.net/waltek/">http://classroom.jc-schools.net/waltek/</a></li> <li>*www.pearsonsuccessnet.com</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**

**Goal: Initial Understanding of Literary Texts**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>R-2-4 Students will demonstrate initial understanding of elements of literary texts by...</b></p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Fresh Reads for Differentiated Test Practice</li> <li>*Weekly Selection Tests</li> <li>*Oral reading observations</li> <li>* Informal observations</li> </ul>	<p>R-2-4.3 Generate questions before, during and after reading to <u>enhance recall</u> (Local)</p> <p>SF 2.1: 14-15, 70-71, 130-131            2.2: 164-165, 220-221, 284-265            2.3: 318-319, 374-375, 428-429            2.4: 14-15, 68-69, 126-127            2.5: 156-157, 266-267            2.6: 324-325, 378-379</p> <p>R-2-4.4 <u>Distinguish among a variety of types of text (e.g. <b>literary texts</b>: poetry, plays, realistic fictions, fairy tales, fables, tall tales, or fantasy)</u> (local)</p> <p>SF 2.1: 38-39, 60-93, 122-125            2.2: 184-187, 276-279, 306-309            2.3: 320-327, 376-394, 446-447            2.4: 16-30, 100-115, 128-141            2.5: 238-255, 268-283            2.6: 316-319, 354-367, 370-373</p> <p>R-2-4.5 Identify literary devices as appropriate to genre: rhyme, repeated language <u>or dialogue</u> (e.g., “When I was young in the mountains...”) (Local)</p> <p>SF 2.1: 38a            2.2: 228-229            2.3: 382-383            2.4: 102-103, 140-141            2.5: 272-273            2.6: 302-303, 432-433</p>	<ul style="list-style-type: none"> <li>*Amazing Words Posters</li> <li>*Centers Survival Kit</li> <li>*Reading Practice Book</li> <li>*Read Aloud Anthology</li> <li>*Readers’ Theater Anthology</li> <li>*Retelling Cards</li> <li>*Skills Transparencies</li> <li>*Guide on the Side</li> <li>*Audio Text CDs</li> <li>*Online Story Sort</li> <li>*Phonics Activities CD ROM</li> <li>*Phonics Songs and Rhymes</li> <li>*Audio CD</li> <li>*Sing With Me/ Background</li> <li>*Building Audio CD</li> <li>*<a href="http://classroom.jc-schools.net/waltek/">http://classroom.jc-schools.net/waltek/</a></li> <li>*www.pearsonsuccessnet.com</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**

**Goal: Analysis and Interpretation of Literary Texts / Citing Evidence**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>R-2-5 Students will analyze and interpret elements of literary texts, citing evidence where appropriate by.....</b></p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Fresh Reads for Differentiated Test Practice</li> <li>*Weekly Selection Tests</li> <li>*Oral reading observations</li> <li>* Informal observations</li> </ul>	<p>R-2-5.1 Make logical predictions (State) EXAMPLE: What might happen next? SF 2.1: 62-62, 122-123, 152-153 2.2: 166-167, 222-223, 286-287 2.3: 320-321, 406-407, 430-431 2.4: 16-17, 100-101, 144-145 2.5: 158-159, 212-213, 286-287 2.6: 300-301, 370-371, 428-429</p> <p>R-2-5.2 Identify <u>relevant</u> physical characteristics or personality of main characters (State) SF 2.1: 13a-13b, 18-19, 82-83, 140 141, 2.2: 178-179 2.6: 408-409, 422-423</p> <p>R-2-5.3 <u>Make basic inferences about problem or solution</u> (State) EXAMPLES: What helped Luke to solve his problem in the story? What was Jane’s problem? SF 2.1: 14-15, 70-71, 130-131 2.2: 164-165, 220-221, 284-285 2.3: 318-319, 374-375, 428-429 2.4: 14-15, 68-69, 126-127 2.5: 156-157, 266-267 2.6: 324-325, 378-379</p>	<ul style="list-style-type: none"> <li>*Amazing Words Posters</li> <li>*Centers Survival Kit</li> <li>*Reading Practice Book</li> <li>*Read Aloud Anthology</li> <li>*Readers’ Theater Anthology</li> <li>*Retelling Cards</li> <li>*Skills Transparencies</li> <li>*Guide on the Side</li> <li>*Audio Text CDs</li> <li>*Online Story Sort</li> <li>*Phonics Activities CD ROM</li> <li>*Phonics Songs and Rhymes</li> <li>*Audio CD</li> <li>*Sing With Me/ Background</li> <li>*Building Audio CD</li> <li>*<a href="http://classroom.jc-schools.net/waltek/">http://classroom.jc-schools.net/waltek/</a></li> <li>*www.pearsonsuccessnet.com</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**

**Goal: Analysis and Interpretation of Literary Texts / Citing Evidence**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>R-2-5 Students will analyze and interpret elements of literary texts, citing evidence where appropriate by.....</b></p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Fresh Reads for Differentiated Test Practice</li> <li>*Weekly Selection Tests</li> <li>*Oral reading observations</li> <li>* Informal observations</li> </ul>	<p>R-2-5.5 <u>Identify the author’s basic message</u> (Local) SF 2.1:32-33, 54-55, 102, 103 2.4: 132-133, 154-155 2.6: 338-339</p> <p>R-2-5.6 <u>Identify possible motives of main characters</u> (local) EXAMPLE: Why did the wolf want to blow the house down? SF 2. 1: 14-15, 70-71, 130-131 2.2: 164-165, 220-221, 284-285 2.3: 318-319, 374-375, 428-429 2.4: 14-15, 68-69, 126-127 2.5: 156-157, 266-167 2.6: 324-325, 378-379</p> <p>R-2-5.7 <u>Recognize explicitly stated causes or effects</u> (Local) SF 2.3: 373a, 373b, 380-381, 410-411, 438-439 2.6: 358-359, 376-377, 394-395 416-417</p> <ul style="list-style-type: none"> <li>* Interactive Reading</li> </ul>	<ul style="list-style-type: none"> <li>*Amazing Words Posters</li> <li>*Centers Survival Kit</li> <li>*Reading Practice Book</li> <li>*Read Aloud Anthology</li> <li>*Readers’ Theater Anthology</li> <li>*Retelling Cards</li> <li>*Skills Transparencies</li> <li>*Guide on the Side</li> <li>*Audio Text CDs</li> <li>*Online Story Sort</li> <li>*Phonics Activities CD ROM</li> <li>*Phonics Songs and Rhymes</li> <li>*Audio CD</li> <li>*Sing With Me/ Background</li> <li>*Building Audio CD</li> <li>*<a href="http://classroom.jc-schools.net/waltek/">http://classroom.jc-schools.net/waltek/</a></li> <li>*www.pearsonsuccessnet.com</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**

**Goal: Initial Understanding of Informational Text**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-2-7 Students will demonstrate initial understanding of informational texts (expository and practical texts) by....</p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Fresh Reads for Differentiated Test Practice</li> <li>*Weekly Selection Tests</li> <li>*Oral reading observations</li> <li>* Informal observations</li> </ul>	<p>R-2-7.1 Obtain information, from text features (e.g., simple table of contents of contents, glossary, charts, diagrams, or illustrations) (State) EXAMPLE: On what page would you find information about snakes?</p> <p>2.1: 18-19, 54-55, 90-91, 108-109            2.2: 184-185, 246-247, 306-307            2.3: 340e            2.4: 44b, 116b            2.5: 182b, 158-171, 228-231            2.6: 326-327, 352b, 409b</p> <p>R-2-7.2 Use explicitly stated information to answer questions (State)            EXAMPLE: According to this report, what do dolphins eat?</p> <p>2.1: 14-15, 70-71, 130-131            2.2: 164-165, 220-221, 284-285            2.3: 318-319, 374-375, 428-429            2.4: 14-15, 68-69, 126-127            2.5: 156-157, 266-267            2.6: 324-325, 378-379</p>	<ul style="list-style-type: none"> <li>*Amazing Words Posters</li> <li>*Centers Survival Kit</li> <li>*Reading Practice Book</li> <li>*Read Aloud Anthology</li> <li>*Readers' Theater Anthology</li> <li>*Retelling Cards</li> <li>*Skills Transparencies</li> <li>*Guide on the Side</li> <li>*Audio Text CDs</li> <li>*Online Story Sort</li> <li>*Phonics Activities CD ROM</li> <li>*Phonics Songs and Rhymes</li> <li>*Audio CD</li> <li>*Sing With Me/ Background</li> <li>*Building Audio CD</li> <li>*<a href="http://classroom.jc-schools.net/waltek/">http://classroom.jc-schools.net/waltek/</a></li> <li>*www.pearsonsuccessnet.com</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**

**Goal: Initial Understanding of Informational Text**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-2-7 Students will demonstrate initial understanding of informational texts (expository and practical texts) by....</p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Fresh Reads for Differentiated Test Practice</li> <li>*Weekly Selection Tests</li> <li>*Oral reading observations</li> <li>* Informal observations</li> </ul>	<p><u>R-2-7.3 Locate and record information to show understanding, when given and organizational format (e.g., T-chart or Venn diagram) (local)</u>            2.4: 12-13, 64-67, 180-181            2.5: 208-209, 234-235            2.6: 376-377</p> <p><u>R-2-7.5 Distinguish among a variety of types of text (e.g., <b>reference: beginning dictionaries, glossaries, children’s magazines, content trade books, children’s newspapers: and <b>practical/functional/texts; procedures/instructions, announcements, book orders, invitations</b>) (local)</b></u>            2.1: 29k, 46-59, 122-125            2.2: 184-187, 276-279, 306-309            2.3: 344k, 446-447            2.4: 66k, 118-121, 146-159            2.5: 180k, 228-231, 258-261            2.6: 370-373</p>	<ul style="list-style-type: none"> <li>*Amazing Words Posters</li> <li>*Centers Survival Kit</li> <li>*Reading Practice Book</li> <li>*Read Aloud Anthology</li> <li>*Readers’ Theater Anthology</li> <li>*Retelling Cards</li> <li>*Skills Transparencies</li> <li>*Guide on the Side</li> <li>*Audio Text CDs</li> <li>*Online Story Sort</li> <li>*Phonics Activities CD ROM</li> <li>*Phonics Songs and Rhymes</li> <li>*Audio CD</li> <li>*Sing With Me/ Background</li> <li>*Building Audio CD</li> <li>*<a href="http://classroom.jc-schools.net/waltek/">http://classroom.jc-schools.net/waltek/</a></li> <li>*www.pearsonsuccessnet.com</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**

**Goal: Comprehension Skills and Strategies**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>R-2-12 Students will demonstrate ability to monitor comprehension for different types of texts <u>and purposes</u> by....</b></p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Fresh Reads for Differentiated Test Practice</li> <li>*Weekly Selection Tests</li> <li>*Oral reading observations</li> <li>* Informal observations</li> </ul>	<p>R-2-12.1 Use a range of self-monitoring and self-correction approaches (e.g., <u>predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context clues (e.g., pictures),etc.</u> (Local)</p> <p>2.1: 14-15, 70-71, 130-131            2.2: 164-165, 220-221, 284-285            2.3: 318-319, 374-375, 428-429            2.4: 14-15, 68-69, 126-127            2.5: 156-157, 266-267            2.6: 324-325, 378-379</p> <ul style="list-style-type: none"> <li>* Guided Reading</li> <li>* Browsing boxes</li> <li>* Independent Reading</li> </ul>	<ul style="list-style-type: none"> <li>*Amazing Words Posters</li> <li>*Centers Survival Kit</li> <li>*Reading Practice Book</li> <li>*Read Aloud Anthology</li> <li>*Readers' Theater Anthology</li> <li>*Retelling Cards</li> <li>*Skills Transparencies</li> <li>*Guide on the Side</li> <li>* Audio Text CDs</li> <li>*Online Story Sort</li> <li>*Phonics Activities CD ROM</li> <li>*Phonics Songs and Rhymes</li> <li>*Audio CD</li> <li>*Sing With Me/ Background</li> <li>*Building Audio CD</li> <li>*<a href="http://classroom.jc-schools.net/waltek/">http://classroom.jc-schools.net/waltek/</a></li> <li>*www.pearsonsuccessnet.com</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**

**Goal: Reading Comprehension Strategies**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>R-2-13 Students will use comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.</b></p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Fresh Reads for Differentiated Test Practice</li> <li>*Weekly Selection Tests</li> <li>*Oral reading observations</li> <li>* Informal observations</li> </ul>	<p>R-2-13 EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making text-based inferences; <u>determining importance</u>; <u>generating literal</u> and <u>clarifying</u> questions; constructing sensory (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); or <u>locating and using text features</u> (e.g., headings, parts of the book) (See also Appendix D)</p> <p>2.1: 14-15, 70-71, 130-131            2.2: 164-165, 220-221, 284-285            2.3: 318-319, 374-375, 428-429            2.4: 14-15, 68-69, 126-127            2.5: 156-157, 266-267            2.6: 324-325, 378-379</p>	<ul style="list-style-type: none"> <li>*Amazing Words Posters</li> <li>*Centers Survival Kit</li> <li>*Reading Practice Book</li> <li>*Read Aloud Anthology</li> <li>*Readers' Theater Anthology</li> <li>*Retelling Cards</li> <li>*Skills Transparencies</li> <li>*Guide on the Side</li> <li>* Audio Text CDs</li> <li>*Online Story Sort</li> <li>*Phonics Activities CD ROM</li> <li>*Phonics Songs and Rhymes</li> <li>*Audio CD</li> <li>*Sing With Me/ Background</li> <li>*Building Audio CD</li> <li>*<a href="http://classroom.jc-schools.net/waltek/">http://classroom.jc-schools.net/waltek/</a></li> <li>*www.pearsonsuccessnet.com</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**

**Goal: Analysis and Interpretation of Literary Texts/Citing Evidence**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>Students will analyze and interpret elements of literary texts, citing evidence where appropriate</b></p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li>   <li>* Baseline Group Tests</li>   <li>*Unit and End-of-Year Benchmark Assessments</li>   <li>*Fresh Reads for Differentiated Test Practice</li>   <li>*Weekly Selection Tests</li>   <li>*Oral reading observations               <ul style="list-style-type: none"> <li>* Informal observations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Make logical predictions EXAMPLE: What might happen next?</li>   <li>* Identify <u>relevant</u> physical characteristics or personality traits of main characters</li>   <li>* <u>Make basic inferences about problem or solution</u> EXAMPLES: What helped Luke to solve his problem in the story? What was Jane's problem?</li>   <li>* <u>Identify the author's basic message</u></li>   <li>* <u>Identify possible motives or main characters</u> (local)</li>   <li>* <u>Recognize explicitly stated causes or effects</u> (local)</li>   <li>* Analyze and interpret author's craft, citing evidence where appropriate by.....</li>   <li>* Compare and contrast characters and their motives</li>   <li>*Compare characters(e.g., Nate the Great)</li>   <li>*Brainstorm a list</li>   <li>* Guided reading follow up activities EXAMPLE: Why did the wolf want to blow each pig's house?</li>   <li>* Interactive Reading</li> </ul>	<ul style="list-style-type: none"> <li>*Amazing Words Posters</li>   <li>*Centers Survival Kit</li>   <li>*Reading Practice Book</li>   <li>*Read Aloud Anthology</li>   <li>*Readers' Theater Anthology</li>   <li>*Retelling Cards</li>   <li>*Skills Transparencies</li>   <li>*Guide on the Side</li>   <li>*Audio Text CDs</li> <li>*Online Story Sort</li> <li>*Phonics Activities CD ROM</li> <li>*Phonics Songs and Rhymes</li> <li>*Audio CD</li> <li>*Sing With Me/ Background</li> <li>*Building Audio CD</li>   <li>*<a href="http://classroom.jc-schools.net/waltek/">http://classroom.jc-schools.net/waltek/</a></li>   <li>*www.pearsonsuccessnet.com</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second**

**Goal: Habit of Writing: Uses a Writing Process**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>W-2-10 Students will use prewriting, drafting, revising, editing and critiquing to produce final drafts of written products.</b></p>	<ul style="list-style-type: none"> <li>*Published writing samples</li> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Weekly Selection Tests</li> <li>* Informal observations</li> <li>*writing samples</li> <li>*Collins FCAs</li> </ul>	<p>(Local) 2.1-2.6: WA2-WA4</p> <ul style="list-style-type: none"> <li>* Peer conference</li> <li>* Topic lists</li> <li>* Graphic organizer</li> <li>* Peer share</li> <li>* Writing checklist</li> </ul>	<ul style="list-style-type: none"> <li>*Daily Fix –It Transparencies</li> <li>*Grammar and Writing Book</li> <li>*Grammar and Writing Practice Book</li> <li>*Grammar Transparencies</li> <li>*Writing Kit</li> <li>*Writing Rubrics and Anchor Papers</li> <li>*Writing Transparencies</li> <li>* Dictionaries</li> <li>* Charts</li> <li>* Word study principles</li> <li>*Retelling Cards</li> <li>*Collins Writing</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second**

**Goal: Structures of Language – Applying Understanding of Sentences, Paragraphs, and Text Structure**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>W-2-1 Students will demonstrate command of the structures of sentences, paragraphs, and text.</b></p>	<ul style="list-style-type: none"> <li>*Published writing samples</li> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Weekly Selection Tests</li> <li>* Informal observations</li> <li>*writing samples</li> <li>*Collins FCAs</li> </ul>	<p>W-2-1.1 Write <u>short sentences</u>. (Local) 2.1.: 13d, 37b, 39c, 55c, 151a 2.3: 397a, 400-401 2.5: 285a, 209-291 2.6: 315b, 403a, 406-407</p> <p>W-2-1.5 Distinguish between letters, words, sentences, and <u>paragraphs</u> (Local) 2.1: 13d, 35c, 37b, 39c, 40-41 2.6: 409b, 425c, 427b, 431c, 432-433</p> <p>W-2-1.6 Apply directionality as appropriate to text (e.g. left to right, top to bottom, <u>front to back</u>) (Local) 2.1: 14-15, 70-71, 130-131 2.2: 164-165, 220-221, 284-285 2.3: 318-319, 374-375, 428-429 2.4: 115, 68-69, 126-127 2.5: 156-157, 266-267 2.6: 324-325, 378-379</p>	<ul style="list-style-type: none"> <li>*Daily Fix –It Transparencies</li> <li>*Grammar and Writing Book</li> <li>*Grammar and Writing Practice Book</li> <li>*Grammar Transparencies</li> <li>*Writing Kit</li> <li>*Writing Rubrics and Anchor Papers</li> <li>*Writing Transparencies</li> <li>* Dictionaries</li> <li>* Charts</li> <li>* Word study principles</li> <li>*Retelling Cards</li> <li>*Collins Writing</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second**

**Goal: Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>W-2-2 Students will show understanding of plot/ideas/concepts in response to literary or informational text.</b></p>	<ul style="list-style-type: none"> <li>*Published writing samples</li> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Weekly Selection Tests</li> <li>* Informal observations</li> <li>*writing samples</li> <li>*Collins FCAs</li> </ul>	<ul style="list-style-type: none"> <li>* Writing center response “What is the main idea?” “What happened at the beginning, middle and end?” “Compare to another similar story.” ‘What is the problem?’</li> <li>* Science Center response “What do you know about?”</li> </ul>	<ul style="list-style-type: none"> <li>*Daily Fix –It Transparencies</li> <li>*Grammar and Writing Book</li> <li>*Grammar and Writing Practice Book</li> <li>*Grammar Transparencies</li> <li>*Writing Kit</li> <li>*Writing Rubrics and Anchor Papers</li> <li>*Writing Transparencies</li> <li>* Dictionaries</li> <li>* Charts</li> <li>* Word study principles</li> <li>*Retelling Cards</li> <li>*Collins Writing</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second**

**Goal: Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>W-2-3 Students will make and support analytical judgments about text in response to literary or informational text.</b></p>	<ul style="list-style-type: none"> <li>*Published writing samples</li> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Weekly Selection Tests</li> <li>* Informal observations</li> <li>*writing samples</li> <li>*Collins FCAs</li> </ul>	<p>W-2-3.1 <u>State a focus (purpose) when responding to a given question (Local)</u>            2.1: 43c, 69c, 97c, 125c            2.2: 215b, 242a, 305a            2.3: 337a, 365a, 427c, 453a            2.4: 13a, 39b, 87b, 125a            2.5: 155a, 205b, 265b, 283a            2.6: 323a</p> <p>W-2-3.3 <u>Use details or references to a text to support a given focus (Note: support may include prior knowledge) (Local)</u>            2.1: 13c, 35b, 97c            2.2: 191c, 215b, 253c, 302a            2.3: 317c, 367c, 403c, 453a            2.4: 13a, 59b, 97a, 143a            2.5: 155a, 176b, 235b, 263a            2.6: 297a, 323a, 427a</p> <ul style="list-style-type: none"> <li>* Ask questions:                Text to Text                Text to World                Text to Self</li> </ul>	<ul style="list-style-type: none"> <li>*Daily Fix –It Transparencies</li> <li>*Grammar and Writing Book</li> <li>*Grammar and Writing Practice Book</li> <li>*Grammar Transparencies</li> <li>*Writing Kit</li> <li>*Writing Rubrics and Anchor Papers</li> <li>*Writing Transparencies</li> <li>* Dictionaries</li> <li>* Charts</li> <li>* Word study principles</li> <li>*Retelling Cards</li> <li>*Collins Writing</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second**

**Goal: Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>W-2-3 Students will make and support analytical judgments about text in response to literary or informational text.</b></p>	<ul style="list-style-type: none"> <li>*Published writing samples</li> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Weekly Selection Tests</li> <li>* Informal observations</li> <li>*writing samples</li> <li>*Collins FCAs</li> </ul>	<p>W-2-3.4 Organize ideas by using a beginning, middle, and concluding statement/sentence given a structure EXAMPLES: template, frame, graphic organizer</p> <p>2.1: 35b, 43c, 149c 2.2: 163c, 183a, 275a 2.3: 341b 2.4: 13a 2.5: 155a, 255b, 265a 2.6: 351a, 427a</p> <p>* Writing Center Response</p>	<ul style="list-style-type: none"> <li>*Daily Fix –It Transparencies</li> <li>*Grammar and Writing Book</li> <li>*Grammar and Writing Practice Book</li> <li>*Grammar Transparencies</li> <li>*Writing Kit</li> <li>*Writing Rubrics and Anchor Papers</li> <li>*Writing Transparencies</li> <li>* Dictionaries</li> <li>* Charts</li> <li>* Word study principles</li> <li>*Retelling Cards</li> <li>*Collins Writing</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second**

**Goal: Narrative Writing – Creating a Story Line and Applying Narrative Strategies**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>W-2-4 Students will organize and relate a story line/plot/series of events in written narrative</b></p>	<ul style="list-style-type: none"> <li>*Published writing samples</li> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Weekly Selection Tests</li> <li>* Informal observations</li> <li>*writing samples</li> <li>*Collins FCAs</li> </ul>	<p>W-2-4.1 Create a clear understandable story line, <u>with a beginning, middle, and end</u>, when given a structure (Local)</p> <p>2.1: 43c, 149c 2.2: 181b, 245a, 275a 2.5: 291b, 255b 2.6: 409a, 427a</p> <ul style="list-style-type: none"> <li>* Use details</li> <li>* Graphic Organizers</li> <li>* Extend and elaborate ideas</li> </ul>	<ul style="list-style-type: none"> <li>*Daily Fix –It Transparencies</li> <li>*Grammar and Writing Book</li> <li>*Grammar and Writing Practice Book</li> <li>*Grammar Transparencies</li> <li>*Writing Kit</li> <li>*Writing Rubrics and Anchor Papers</li> <li>*Writing Transparencies</li> <li>* Dictionaries</li> <li>* Charts</li> <li>* Word study principles</li> <li>*Retelling Cards</li> <li>*Collins Writing</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second**

**Goal: Narrative Writing – Creating a Story Line and Applying Narrative Strategies**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>W-2-5 Students will demonstrate use of narrative strategies.</b></p>	<ul style="list-style-type: none"> <li>*Published writing samples</li> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Weekly Selection Tests</li> <li>* Informal observations</li> <li>*writing samples</li> <li>*Collins FCAs</li> </ul>	<p>W-2-5.5 Write about observations and experiences (Local)</p> <p>2.1: 37b, 69c, 97c 2.2: 183a, 187a, 309b 2.3: 337a, 373c, 451a 2.4: 30a, 87b, 141b 2.5: 155a, 231b, 257a 2.6: 409a, 427a</p> <ul style="list-style-type: none"> <li>* Use descriptive words</li> <li>* Identify character(s)</li> <li>* Writing workshop</li> </ul>	<ul style="list-style-type: none"> <li>*Daily Fix –It Transparencies</li> <li>*Grammar and Writing Book</li> <li>*Grammar and Writing Practice Book</li> <li>*Grammar Transparencies</li> <li>*Writing Kit</li> <li>*Writing Rubrics and Anchor Papers</li> <li>*Writing Transparencies</li> <li>* Dictionaries</li> <li>* Charts</li> <li>* Word study principles</li> <li>*Retelling Cards</li> <li>*Collins Writing</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second**

**Goal: Informational Writing (Reports, Procedures, or Persuasive Writing) – Organizing and Conveying Information**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>W-2-6 Students will organize ideas/concepts in informational writing ( reports or procedures)</b></p>	<ul style="list-style-type: none"> <li>*Published writing samples</li> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Weekly Selection Tests</li> <li>* Informal observations</li> <li>*writing samples</li> <li>*Collins FCAs</li> </ul>	<p>W-2-6.1 <u>Use a given organizational structure for grouping ideas (e.g. template, frame, graphic organizers with instructional support</u> (Local)</p> <p>2.1: 13c, 43c, 125b 2.2: 211a, 249b, 283c 2.3: 373c, 399b, 423b 2.4: 39b, 63b, 125a 2.5: 155a, 181a, 283a 2.6: 297a, 323a, 351a</p> <p>W-2-6.5 <u>Provide a list of materials to be used in a task, if appropriate</u> (Local)</p> <p>2.3: 341b, 2.5: 231b 2.6: 225b</p> <p>W-2-6.3 <u>List steps of a procedure in a logical order</u> (Local)</p> <p>2.1: 43c, 2.2: 163c, 274b 2.3: 341b, 451a, 457b 2.4: 30a 2.5: 225b</p>	<ul style="list-style-type: none"> <li>*Daily Fix –It Transparencies</li> <li>*Grammar and Writing Book</li> <li>*Grammar and Writing Practice Book</li> <li>*Grammar Transparencies</li> <li>*Writing Kit</li> <li>*Writing Rubrics and Anchor Papers</li> <li>*Writing Transparencies</li> <li>* Dictionaries</li> <li>* Charts</li> <li>* Word study principles</li> <li>*Retelling Cards</li> <li>*Collins Writing</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second**

**Goal: Informational Writing (Reports, Procedures, or Persuasive Writing) – Organizing and Conveying Information**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>W-2.7 Students will effectively convey purpose in informational writing.</b></p>	<ul style="list-style-type: none"> <li>*Reading Street</li> <li>*Assessment Handbook</li>   <li>* Baseline Group Tests</li>   <li>*Unit and End-of-Year Benchmark Assessments</li>   <li>*Weekly Selection Tests</li>   <li>* Informal observations</li>   <li>*writing samples</li>   <li>*Collins FCAs</li> </ul>	<ul style="list-style-type: none"> <li>* Write recipe/report/directions</li>   <li>* Science Reports (ocean reports)</li>   <li>W-2-7.2 <u>Establish a topic</u> (Local)</li> <li>2.1: 37b, 69c, 129c</li> <li>2.2: 242a, 279b, 302a</li> <li>2.3: 403c, 417b, 427c</li> <li>2.4: 13a, 97a, 143a</li> <li>2.5: 171b, 209a, 257b</li> <li>2.6: 297a, 315a, 409a</li>   <li>W-2-7.2 <u>Restate a given focus/controlling idea on a topic (purpose)</u> (Local)</li> <li>2.1 35b, 69c, 125b</li> <li>2.2: 211b, 242a, 302a</li> <li>2.3: 337a, 394b, 453a</li> <li>2.4: 13a, 59b, 97a, 143a</li> <li>2.5: 155a, 205b, 283a</li> <li>2.6: 297a, 347a, 425b</li>   <li>* Identify detail</li> </ul>	<ul style="list-style-type: none"> <li>*Daily Fix –It Transparencies</li>   <li>*Grammar and Writing Book</li>   <li>*Grammar and Writing Practice Book</li>   <li>*Grammar Transparencies</li>   <li>*Writing Kit</li>   <li>*Writing Rubrics and Anchor Papers</li>   <li>*Writing Transparencies</li>   <li>* Dictionaries</li>   <li>* Charts</li>   <li>* Word study principles</li>   <li>*Retelling Cards</li>   <li>*Collins Writing</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second**

**Goal: Informational Writing (Reports, Procedures, or Persuasive Writing) – Using Elaboration Strategies**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>W-2-8 Students will demonstrate use of a range of elaboration strategies in informational writing</b></p>	<ul style="list-style-type: none"> <li>*Published writing samples</li> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Weekly Selection Tests</li> <li>* Informal observations</li> <li>*writing samples</li> <li>*Collins FCAs</li> </ul>	<p>W-2-8.1 <u>Include</u> details/information relevant to topic and/or given focus (Local)</p> <p>2.1: 35b, 69c, 125b 2.2: 187b, 242a, 302a 2.3: 337a, 423a, 427c 2.4: 13a, 59b, 97a, 143a 2.5: 155a, 181a, 225b, 283a 2.6: 297a, 347a, 409a</p> <p>W-2-8.2 <u>Use pictures to illustrate ideas</u> (Local)</p> <p>2.1: 35b, 69c, 119b 2.2: 211b, 242a, 302a 2.3” 337a, 423b, 427c 2.4: 13a, 59b, 87b, 143a 2.5: 155a, 205b, 257a 2.6: 297a, 347a, 369a, 425b</p> <ul style="list-style-type: none"> <li>* Identify details/information relevant to topic</li> <li>* Pictures with captions</li> <li>* Writing Share: “I want to know more about.” “I was wondering...”</li> </ul>	<ul style="list-style-type: none"> <li>*Daily Fix –It Transparencies</li> <li>*Grammar and Writing Book</li> <li>*Grammar and Writing Practice Book</li> <li>*Grammar Transparencies</li> <li>*Writing Kit</li> <li>*Writing Rubrics and Anchor Papers</li> <li>*Writing Transparencies</li> <li>* Dictionaries</li> <li>* Charts</li> <li>* Word study principles</li> <li>*Retelling Cards</li> <li>*Collins Writing</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second**

**Goal: Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>W-2-9 Students will demonstrate command of appropriate English <u>conventions</u> in independent writing.</b></p>	<ul style="list-style-type: none"> <li>*Published writing samples</li> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Weekly Selection Tests</li> <li>* Informal observations</li> <li>*writing samples</li> <li>*Collins FCAs</li> </ul>	<ul style="list-style-type: none"> <li>* Writing Workshop</li> <li>W-2-9.2 <u>Use capital letters for the beginning of sentences and names</u> (Local) 2.1: 35c, 40-41, 126-127 2.2: 191d, 213a, 279b 2.4: 89a 2.6: 297b, 319b, 297b, 345a</li> <li>W-2-9.4 <u>Use correct end punctuation in simple sentences</u> Example: period (Local) 2.1:37b, 129d, 151b 2.2: 243d, 254a, 274d 2.4: 89a 2.6: 315a, 373b, 403a</li> <li>W-2-9.5a <u>Correctly spell grade appropriate, high frequency words</u> (Local) 2.1: 36d, 88d, 150d 2.2: 182d, 279d, 303d 2.3: 338d, 395d, 452d 2.4: 32d, 88d, 142d 2.5: 172d, 226d, 284d 2.6: 314d, 368d, 426d</li> </ul>	<ul style="list-style-type: none"> <li>*Daily Fix –It Transparencies</li> <li>*Grammar and Writing Book</li> <li>*Grammar and Writing Practice Book</li> <li>*Grammar Transparencies</li> <li>*Writing Kit</li> <li>*Writing Rubrics and Anchor Papers</li> <li>*Writing Transparencies</li> <li>* Dictionaries</li> <li>* Charts</li> <li>* Word study principles</li> <li>*Retelling Cards</li> <li>*Collins Writing</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second Grade**

**Goal: Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>W-2-9 Students will demonstrate command of appropriate English <u>conventions</u> in independent writing.</b></p>	<ul style="list-style-type: none"> <li>*Published writing samples</li> <li>*Reading Street</li> <li>*Assessment Handbook</li> <li>* Baseline Group Tests</li> <li>*Unit and End-of-Year Benchmark Assessments</li> <li>*Weekly Selection Tests</li> <li>* Informal observations</li> <li>*writing samples</li> <li>*Collins FCAs</li> </ul>	<p>W-2-9.5b Correctly spell most words with regularly spelled patterns Example: consonant-vowel-consonant, CVC with silent <i>e</i>, one syllable words with blends (Local)</p> <p>2.1: : 36d, 88d, 150d 2.2: 182d, 279d, 303d 2.3: 338d, 395d, 452d 2.4: 32d, 88d, 142d 2.5: 172d, 226d, 284d 2.6: 314d, 368d, 426d</p> <p>W-2-9.5c <u>Give a readable and accurate phonetic spelling for words that have not been taught</u> (Local)</p> <p>2.1: 12d-12e, 68d-68e, 128d-128e (Amazing Words) 2.2: 162d-162e, 218d-218e, 282d-282e (Amazing Words) 2.3: 316d-313e, 372d-372e, 426d-426e (Amazing Words) 2.4: 12d-12e, 96d-96e, 124d-124e (Amazing Words) 2.5: 154d-154e, 208d-208e, 264d-264e, (Amazing Words) 2.6: 296d-296e, 350d-350e, 376d-376e (amazing Words)</p> <p>* <u>Represent each sound heard in a word with a feature of print</u></p>	<ul style="list-style-type: none"> <li>*Daily Fix –It Transparencies</li> <li>*Grammar and Writing Book</li> <li>*Grammar and Writing Practice Book</li> <li>*Grammar Transparencies</li> <li>*Writing Kit</li> <li>*Writing Rubrics and Anchor Papers</li> <li>*Writing Transparencies</li> <li>* Dictionaries</li> <li>* Charts</li> <li>* Word study principles</li> <li>*Retelling Cards</li> <li>*Collins Writing</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second**

**Goal: Oral Communication Strategies**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>OC-2-1 Students will demonstrate interactive listening in oral communication.</b></p>	<ul style="list-style-type: none"> <li>* Informal observations</li> <li>*Reading Street</li> <li>*Assessment Handbook</li> </ul>	<ul style="list-style-type: none"> <li>* Share at Morning Meeting</li> <li>* Share important events</li> <li>* Ask questions of others 2.1: 125d, 155d 2.3: 341d 2.4: 93d, 121d 2.5: 205d, 261d</li> <li>* Initiate conversation</li> <li>* Work collaboratively</li> <li>* Question unfamiliar vocabulary</li> <li>* Respond to writing with "I understand..." or "I am wondering..."</li> </ul>	<ul style="list-style-type: none"> <li>*Reading Street Text</li> <li>*Reading Street Practice Book</li> <li>*Audio Text CDs</li> </ul>

English/Language Arts  
Hinsdale Elementary School

**Grade Level/Course: Second**

**Goal: Oral Communication Strategies**

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p><b>OC-2-2 Students will make oral presentations in oral communication.</b></p>	<ul style="list-style-type: none"> <li>* Informal observations</li> <li>*Reading Street</li> <li>*Assessment Handbook</li> </ul>	<ul style="list-style-type: none"> <li>* Writing Share</li> <li>* Weekend News</li> <li>* Science/ Social Studies Reports</li> <li>* Math problem explanations</li> </ul>	<ul style="list-style-type: none"> <li>*Reading Street Text</li> <li>*Reading Street Practice Book</li> <li>*Audio Text CDs</li> </ul>

English/Language Arts  
Hinsdale Elementary School

PreK	<ul style="list-style-type: none"> <li>-Left to right</li> <li>-Top to bottom</li> </ul>	<ul style="list-style-type: none"> <li>-1-2 details</li> <li>-Label picture</li> <li>-Draw favorite character</li> <li>-Draw favorite part of story</li> </ul>	<ul style="list-style-type: none"> <li>-2-5 colors</li> <li>-Picture as big as your hand</li> </ul>	<ul style="list-style-type: none"> <li>-First Name</li> <li>-Correct letter formation</li> </ul>
K	<ul style="list-style-type: none"> <li>-Left/Right</li> <li>-Finger Spacing</li> <li>-Beginning/Middle/End</li> </ul>	<ul style="list-style-type: none"> <li>-Label drawing/ Letter correlation</li> <li>-Picture w/2-5 details</li> <li>-Label drawing/write sentence</li> </ul>	<ul style="list-style-type: none"> <li>-Use 2-5 colors</li> <li>-Picture as big as Hand</li> <li>-1 naming /1 action/ 1 describing word in sentence</li> </ul>	<ul style="list-style-type: none"> <li>-First and last name</li> <li>-Capitalize first word in sentence &amp; Ending punctuation</li> <li>-Correct letter and number formation</li> </ul>
1	<ul style="list-style-type: none"> <li>-Left to right</li> <li>-Sequence beginning, middle and end</li> <li>-Topic sentence</li> </ul>	<ul style="list-style-type: none"> <li>-Label drawing/writing 3-5 sentences</li> <li>-Graphic organizer/Thinking Maps</li> <li>-20+ words within sustained writing period</li> </ul>	<ul style="list-style-type: none"> <li>-Picture big as your hand</li> <li>-At least 5 colors</li> <li>-1 naming/ 1 action/ 1 describing word</li> <li>-Vary beginning of sentence</li> </ul>	<ul style="list-style-type: none"> <li>-Correct letter and number formation</li> <li>-Spacing</li> <li>-Capital and ending punctuation/complete sentences</li> <li>-Correct spelling including high frequency and amazing words</li> <li>-Word order and sentence structure makes sense</li> </ul>

English/Language Arts  
Hinsdale Elementary School

2	<ul style="list-style-type: none"> <li>-Topic sentence</li> <li>-restate the question</li> <li>-Steps in order</li> </ul>	<ul style="list-style-type: none"> <li>-Stay on topic</li> <li>-Support topic sentence with details</li> <li>-All story elements</li> <li>-Use content vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Vary sentence beginnings</li> <li>-Write a good strong sentence stressing all parts of speech</li> <li>-Use expanders</li> </ul>	<ul style="list-style-type: none"> <li>-Capitals/punctuation</li> <li>-Legibility</li> <li>-Complete sentences</li> <li>-Word order and sentence structure makes sense</li> <li>-Correct spelling including high frequency and amazing words</li> </ul>
3	<ul style="list-style-type: none"> <li>-Topic sentence</li> <li>-Strong open/close</li> <li>-Transitions</li> </ul>	<ul style="list-style-type: none"> <li>-3 facts with supporting details</li> <li>-All story elements</li> <li>-Use content vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Vary sentence beginnings</li> <li>-Use sensory language</li> <li>-Write a good strong sentence stressing all parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>-Commas</li> <li>-Spelling “no excuse” words</li> <li>-Subject/verb agreement</li> <li>-Self and peer editing</li> </ul>
4	<ul style="list-style-type: none"> <li>-Topic sentence and 5 details and clincher</li> <li>-Intro and conclusion paragraph</li> </ul>	<ul style="list-style-type: none"> <li>-5 sentences per paragraph with at least 3 facts/supporting details</li> <li>-Relevant supporting details</li> <li>-Compare/contrast details</li> </ul>	<ul style="list-style-type: none"> <li>-Sentence variety</li> <li>- Vivid language</li> </ul>	<ul style="list-style-type: none"> <li>-Self and peer editing</li> <li>-Word order and sentence structure makes sense</li> <li>-Complete sentences</li> </ul>

English/Language Arts  
Hinsdale Elementary School

5	<ul style="list-style-type: none"> <li>-Topic sentence/5 details/clincher</li> <li>-Restate question</li> <li>-Ending restates focus/purpose</li> <li>-Sequence</li> </ul>	<ul style="list-style-type: none"> <li>-5 details/evidence</li> <li>-Content vocabulary</li> <li>-Compare/contrast details</li> </ul>	<ul style="list-style-type: none"> <li>-Sentence variety</li> <li>-Vary word choice/unnecessary words</li> <li>-Vary topic sentence and clincher</li> </ul>	<ul style="list-style-type: none"> <li>-Complete Sentences/Punctuation/Capitalization</li> <li>-Self edit</li> </ul>
---	--	---	---	--