

AuSable Primary
Language Arts Curriculum Map: Second Grade

Month	Content	Skills	Assessments/Resources	GLCE
September	Letter Sound Relationships and Spelling Patterns	<ul style="list-style-type: none"> To identify words with short vowel sounds Review blends and digraphs at the beginning of words Review blending, segmenting, etc. as needed Review a variety of word patterns (cvc, cvce, id, ide, am, ake) Inflection –ed as in /t/, /d/, /ed/ 	<ul style="list-style-type: none"> To read and write words with ccvc, cvc, cccvc patterns The student can hear blends and count the number of sounds MLPP Phonemic Awareness as needed Making words MLPP Known Words Making word/letter connections Harcourt reading series 	<ul style="list-style-type: none"> R.WS.02.01, .02, .03, .04 R.FL.02.04
	High Frequency Words	<ul style="list-style-type: none"> Review Wall Words from first grade Begin to introduce second grade words Compare/sort high frequency words 	<ul style="list-style-type: none"> Writings Sight word list (Harcourt, Dolch, Fry list) 	<ul style="list-style-type: none"> R.WS.02.05, .06, .07, .10
	Grammar	<ul style="list-style-type: none"> Statement vs. question Commands and exclamations 		
	Oral Language	<ul style="list-style-type: none"> Review appropriate talk for class meetings Share own writing 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> L.CN.02.04, .05 S.CN.02.04
	Comprehension	<ul style="list-style-type: none"> How do you remember what you read? Review story elements – focus on setting, main idea, and author’s purpose What you read should make sense – use fix-up strategies Discuss genre 	<ul style="list-style-type: none"> Mosaic of Thought Graphic Organizers (Shape GO!) for retelling Can answer comprehension questions after reading listening to or reading a story 	<ul style="list-style-type: none"> R.MT.02.14 R.NT.02.01 R.CM.02.01, .06 R.IT.02.01

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October	Letter Sound Relationships and Spelling Patterns	<ul style="list-style-type: none"> To identify words with long vowel sounds To identify long and short vowel sounds in words (at, ate) Continue work on beginning digraphs and clusters (ph, wh) Continue blending and segmenting as needed Change y to i and add -ed Onset and rime -ack -ock To recognize syllable patterns cvc/vc, cv/cvc, cvc/cvc, cvce/cvc 	<ul style="list-style-type: none"> Journals Using clusters in their writing (writing folder) Playing with long and short vowel patterns in their writing Making Words Vowel concentration Quick Phonics Screener Word sorts Clap out syllables Divide syllables Read multi-syllabic words correctly Read and write past tense words Harcourt reading series 	<ul style="list-style-type: none"> R.WS.02.01, .02, .04, .06, .10 W.SP.02.01 R.FL.02.04
	High Frequency Words	<ul style="list-style-type: none"> Continue to introduce second grade wall words 	<ul style="list-style-type: none"> Read high frequency words correctly in books Use high frequency words in writing 	<ul style="list-style-type: none"> R.WS.02.05, .06 R.FL.02.04
	Oral Language	<ul style="list-style-type: none"> Speaking in past, present, and future tenses correctly How to share, be positive... Using "brave talk" Using description/varied word choice during sharing time (show and tell) 	<ul style="list-style-type: none"> Poems, rhythm, & songs to support phonics skills being taught Class meetings 	<ul style="list-style-type: none"> S.CN.02.01, .03, .04 W.GN.02.02 R.CS.02.01 R.AT.02.01 S.DS.02.01 L.CN.02.04
	Comprehension	<ul style="list-style-type: none"> Visualizing text to remember what you read Find the words in the story the help you picture it Story elements – focus on character, problem/solution Sequencing a story Predicting events and checking predictions 	<ul style="list-style-type: none"> Comprehension strategies (visualizing, predict/check, summarize as you read, connections) Graphic organizers 	<ul style="list-style-type: none"> R.MT.02.04, .05, .13 R.CM.02.01, .06 R.NT.02.01, .04, .05 S.DS.02.

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October cont.	<p>Comprehension cont.</p> <p>Reading Strategies</p> <p>Fluency</p> <p>Writing</p> <p>Grammar</p>	<ul style="list-style-type: none"> • Compare/contrast • Making sense of what is read aloud or what you read • Review ‘popper’ and ‘making sense’ strategies • Focus on sounding out (review of segmenting and blending): chunking, syllables, look at beginning, middle, and end of a word • Prefixes and suffixes • To improve words per minute rate • To improve expression • To write with purpose • Capitalize months, days, titles, initials, proper nouns • Narrowing your topic and supporting it with details • Use tools for organization: leads, transitions, endings • Use tools to add voice to their own writing • Naming parts of sentences (nouns and verbs) 	<ul style="list-style-type: none"> • Thumbs up if it makes sense • Sound center • Syllables • Onset/rime • QPS • Leveled reading groups • Continue to model fluent reading • Student reading at independent level for fluency practice • Reading buddies • Assembly reading • Reader’s Theater • Writing folder • Organization rubric, from 6+1 Traits • Voice rubric, from 6+1 Traits • Observation 	<ul style="list-style-type: none"> • R.CM.02.05 • R.NT.02.04, .05 • R.MT.02.14 • R.IT.02.04 • R.MT.02.02, .10 • R.WS.02.08, .09, .10 • L.RP.02.01 • R.FL.02.01 • W.PS.02.01 • W.PR.02.02, .04, .06, .07 • R.MT.02.13 • W.GN.02.01 • S.CN.02.06 • L.RP.02.02, .03 • R.WS.02.06 • W.PR.02.07 • W.GR.02.01

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November	<p>Letter Sound Relationships and Spelling Patterns</p> <p>High Frequency Words</p> <p>Reading Strategies</p> <p>Oral Language</p> <p>Comprehension</p>	<ul style="list-style-type: none"> Continue to work on blends Identifying the y sound in words r-controlled vowel sounds: ur, or, our cvce review Common abbreviations Continue to work on syllables in words Continue introduction to second grade words Looking for known chunks in unknown words Continue to review strategies Using plurals correctly Continue poems, songs... To know appropriate second grade listening and speaking expectations To understand that verbal and physical actions have a cause/effect Making predictions and checking Use of text structure (titles, table of contents, index, captions, summary on book cover) to assist in comprehension Continue main idea 	<ul style="list-style-type: none"> Student can hear blends in words Write blends in words Word sorts Spell introduced patterns correctly Harcourt reading series MLPP Sight Words Reading and writing more high frequency words correctly Divide and read multi-syllabic words Class meetings Teacher observation Leveled reading groups 	<ul style="list-style-type: none"> R.WS.02.01, .02, .04 R.WS.02.05 R.FL.02.04 R.WS.02.09 R.MT.02.10, .14 R.SC.02.02 W.GN.02.02 L.CN.02.04 R.CM.02.01 R.MT.02.04 R.WS.02.11, .12, .13 R.IT.02.01, .02, .03, .04

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November cont.	<p>Fluency</p> <p>Writing</p> <p>Grammar</p>	<ul style="list-style-type: none"> • Continue fluency practice • Indenting paragraphs • Letter writing – greeting, body, closure • Writing stories with more character and problem development • Continue to add voice to own writing/revise to add voice • Use of commas in writing • Begin editing own writing • Plural nouns • Synonyms • Nouns/people names 	<ul style="list-style-type: none"> • WPM • Fluency phrases • Writing folders • 6+1 Traits – Voice rubric 	<ul style="list-style-type: none"> • R.FL.02.01, .02 • R.MT.02.13 • L.CN.02.03 • W.GN.02.01 • W.PS.02.01 • W.PR.02.09, .11 • W.GR.02.01

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December	<p>Letter Sound Relationships and Spelling Patterns</p> <p>High Frequency Words</p> <p>Oral Language</p> <p>Comprehension</p> <p>Fluency</p>	<ul style="list-style-type: none"> • Continue long and short vowel patterns • r-controlled: -ar, -arm, ark, ear, eer • Add more wall words, continue review of old ones • Author’s Chair introduced – asking questions, presenting information or stories you’ve written, making appropriate suggestions to the author • Making inferences to aid in comprehension • Fact vs. opinion • Recognizing the topic in an informational text • Using the dictionary to find the meaning of words and new concepts • Developing the solution in a story as how it relates to the main idea or theme of a story • Heart/moral of the story (profundity) • Continue visualizing strategy • Continue practicing rate, expression, and intonation 	<ul style="list-style-type: none"> • Harcourt reading series • Making words • Word sorts • Proper use/spelling in writing • Observation • Graphic organizers – Shape GO map • Leveled reading groups • Fluency phrases • Independent level reading material 	<ul style="list-style-type: none"> • R.WS.02.04 • R.WS.02.05, .08 • R.FL.02.04 • R.CS.02.01 • R.WS.02.13 • L.CN.02.02 .04, .05 • S.CN.02.04 • S.DS.02.02 • R.MT.02.06 • W.PR.02.11 • L.CN.0207 • R.CM.02.01, .09 • R.NT.02.01, .03, .05 • R.IT.02.01, .04 • R.MT.02.05, .15 • R.WS.02.13 • R.FL.02.01, .02

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December cont.	Writing	<ul style="list-style-type: none">• Use of commas in a list• Developing the solution in a story• Continue to edit/revise own work• Focus on word choice in writing	<ul style="list-style-type: none">• Writer's workshop• Word choice rubric	<ul style="list-style-type: none">• W.PS.02.01• W.GN.02.01, .04• R.CS.02.02W.PR.02.07, .08, .09, .10, .11

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January	Letter Sound Relationships and Spelling Patterns	<ul style="list-style-type: none"> • Consonant digraphs /n/ gn, kn; /r/ wr • Suffixes –less, -ful • Using ending consonant clusters st, mp, nd, nk, nt • Diphthongs ou, ow • Past tense: double the final consonant and add –ed • adding –er and doubling the final consonant 	<ul style="list-style-type: none"> • Identify consonants with two sounds 	<ul style="list-style-type: none"> • R.WS.02.01, .10
	High Frequency Words	<ul style="list-style-type: none"> • Continue to introduce and practice reading and spelling wall words 	<ul style="list-style-type: none"> • Increase use of sight words correctly in reading 	<ul style="list-style-type: none"> • R.WS.02.08, .09
	Reading Strategies	<ul style="list-style-type: none"> • Using word parts to solve words • Using what is known to solve words • Using letter clusters to solve words 	<ul style="list-style-type: none"> • Observation 	
	Oral Language	<ul style="list-style-type: none"> • Class meetings, Show & Tell, and Author’s Chair continued • Having a ‘voice’ or style to oral language – expression, quietness, calm, convincing, silly... • Memorize and recite a poem for an audience 	<ul style="list-style-type: none"> • MLPP Oral Language Rubric 	<ul style="list-style-type: none"> • S.CN.02.01, .04, .05 • R.CS.02.01 • L.CN.02.04, .05 • R.NT.02.02
Comprehension	<ul style="list-style-type: none"> • Asking questions before, during, and after reading • Drawing conclusions – cause/effect • Profundity 	<ul style="list-style-type: none"> • MLPP Comprehension • Retelling • profundity 	<ul style="list-style-type: none"> • R.CM.02.06, .08 • R.NT.02.03, .05 • S.DS.02.03 • R.MT.02.15 	

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January cont.	<p>Comprehension, cont.</p> <p>Fluency</p> <p>Writing</p> <p>Grammar</p>	<ul style="list-style-type: none"> • Review making connections, summarizing, visualizing, predicting, and inferring • Using the dictionary and thesaurus • Continue previous ideas • Sentence fluency • Setting development • Use correct subject/verb agreement • Identify parts of speech • Edit and revise old stories • Writing poetry • Showing ownership • Pronouns 	<ul style="list-style-type: none"> • Running record with WPM rate • MLPP Writing Rubric • Writing folders • Building-wide writing prompt – student selected • Sentence fluency rubric 	<ul style="list-style-type: none"> • S.CN.02.03 • W.PS.02.01 • W.PR.02.01, .09, .11 • W.GN.02.02

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February	Letter Sound Relationships and Spelling Patterns	<ul style="list-style-type: none"> • Suffixes –ful, -less, -ly, • Vowel teams oi, oy, oo, ue, • Inflection – change f to v and add –es 	<ul style="list-style-type: none"> • Making words • Word sorts • Can use word parts to decode words in reading 	<ul style="list-style-type: none"> • R.WS.02.04, .10
	High Frequency Words	<ul style="list-style-type: none"> • Continue 	<ul style="list-style-type: none"> • Proper use in daily reading and writing 	<ul style="list-style-type: none"> • R.WS.02.05
	Oral Language	<ul style="list-style-type: none"> • Continue previous ideas • Analogies, tongue twisters, word and language play, riddles... 	<ul style="list-style-type: none"> • Observation 	
	Comprehension	<ul style="list-style-type: none"> • Continue inferences • Review <i>Mosaic of Thought</i> strategies • Profundity • Fact and fiction cont. 	<ul style="list-style-type: none"> • Graphic organizers • MLPP Comprehension – profundity 	<ul style="list-style-type: none"> • R.CM.02.01, .02 • R.IT.02.04
	Fluency	<ul style="list-style-type: none"> • Continue previous ideas 	<ul style="list-style-type: none"> • Fluency phrases 	<ul style="list-style-type: none"> • R.FL.02.01, .02, .03, .04
	Writing	<ul style="list-style-type: none"> • Begin to recognize run-on sentences • Review parts of speech and subject/verb agreement • Continue writing workshop • Write a response to content area subject • Non-fiction writing 	<ul style="list-style-type: none"> • Writing folders • 6+1 Traits rubrics • FCA's 	<ul style="list-style-type: none"> • W.GR.02.01 • W.PR.02.04, .01 • S.CN.02.03
	Reading Strategies	<ul style="list-style-type: none"> • Read ahead, word chunks 	<ul style="list-style-type: none"> • Leveled reading groups 	
Grammar	<ul style="list-style-type: none"> • Describing words • Comparing words • Words that tell how many • Antonyms, homophones 	<ul style="list-style-type: none"> • Harcourt 		

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March	<p>Letter Sound Relationships and Spelling Patterns</p> <p>High Frequency Words</p> <p>Oral Language</p> <p>Comprehension</p> <p>Fluency</p>	<ul style="list-style-type: none"> • Prefixes –re, -pre, -under, -mis • Contractions • Continue cvc, cvvc, cvce • Vowel digraphs ew, ui • /f/ = ph, gh • Continue • Orally retelling stories with details, elaboration, correct sequence, and making connections • Multi-meaning words • Interpreting diagrams, charts & graphs • Profundity • Narrative text • Taking the perspective of another character or the author • Continue compare and contrast • Compare books of similar themes written in different genres • Summarize/restate • Story element – plot • Continue previous ideas • Tape record readers • Choral reading, reading buddies, rubric checks, SSR 	<ul style="list-style-type: none"> • Harcourt • Read and spell words correctly that follow the patterns learned • MLPP Oral Language • Retelling graphic organizers • MLPP Comprehension, Profundity 	<ul style="list-style-type: none"> • R.WS.02.04, .05, .10 • W.SP.02.01 • R.WS.02.05 • R.FL.02.04 • R.CM.02.02, .04 • S.CN.02.04 • S.DS.02.03 • R.IT.02.03 • R.NT.02.01, .02, .04, .05 • R.CM.02.02, .03, .05 • R.MT.02.09, .12 • W.PR.02.02, .05 • L.RP.02.01 • R.FL.02.03 • R.MT.02.01

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March cont.	<p>Writing</p> <p>Grammar</p> <p>Reading Strategies</p>	<ul style="list-style-type: none"> • Informational writing: 'How To' piece • Writing a non-fiction piece (topic writing) • Continue written retellings • Adding interesting vocabulary using the thesaurus, dictionary, etc. • Continue writing workshop, FCA's, etc. • Verbs and past tense verbs; agreement • Check context to confirm meaning • Self correcting • Continue decoding 	<ul style="list-style-type: none"> • Writing folder • MLPP retelling (written) 	<ul style="list-style-type: none"> • W.GN.02.03, 04 • W.PR.02.03, .07, .08, .11 • L.RP.02.02, .03 • R.MT.02.15 • W.GR.02.01 • S.CN.02.08 • R.MT.02.03, .14 • R.WS.02.08, .09, .10

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April	<p>Letter Sound Relationships and Spelling Patterns</p> <p>High Frequency Words</p> <p>Oral Language</p> <p>Comprehension</p> <p>Fluency</p>	<ul style="list-style-type: none"> • Continue beginning and ending blends • Continue r-controlled vowels (air, are) • Vowel variants (oo, ou) • Prefixes pre-, under- • Suffixes -er, -est • Continue • To learn the protocol for giving an oral report (compare with casual talk) • People from different cultures and areas have dialects and different ways to say things • Continue inferences and looking for details • Profundity • Deeper comprehension – ‘fat’ and ‘skinny’ questions • Explicit and implicit comprehension • Visualizing images • Making written retellings better, deeper • Developing themes with details – opinion vs. fact • Locating information • Continue 	<ul style="list-style-type: none"> • MLPP Comprehension 	<ul style="list-style-type: none"> • R.WS.02.05 • S.DS.02.04 • S.CN02.04, .05, .06, .07 • R.NT.02.03, .04, .05 • R.CM.02.03 • R.IT.02.01, .04

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May/June	<p>Letter Sound Relationships and Spelling Patterns</p> <p>High Frequency Words</p> <p>Oral Language</p> <p>Comprehension</p> <p>Writing</p> <p>Grammar</p> <p>Reading strategies</p>	<ul style="list-style-type: none"> • Prefixes over-, un- • Different vowel combinations au, ou, ough, augh, eigh, aigh • Recognize closed and open syllables • Continue • Continue class meetings • Give at least one major oral report in front of an authentic audience • Profundity • Continue strategies • Practicing quality writing – putting it all together • Continue writing workshop • Helping verbs • Contractions • Review strategies 	<ul style="list-style-type: none"> • MLPP Oral Language • MLPP Comprehension • Running record • QRI or DRA • Writing folders • Portfolio 	<ul style="list-style-type: none"> • S.CN.02.01, .04 • S.DS.02.01 • L.CN.02.04, .05