

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



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

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

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

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

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

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

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

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

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

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



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



AuSable Primary  
Language Arts Curriculum Map: Second Grade

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