

Skill Development and Year Long Concepts

Literature & Understanding	Skills & Strategies		
<p>Select, read, listen to, view, and respond thoughtfully to classic and contemporary texts recognized for quality and literary merit.</p> <p>A1: Key Concepts/Themes A2: Values and Beliefs</p> <p><i>Focus Questions</i></p> <ul style="list-style-type: none"> • What can be discovered in the world around you? • What characteristics do explorers have in common? • What is a neighborhood/community? Who lives there? • What attributes are found in good neighborhoods? • What is a relationship? • What qualities make a relationship strong? <p>A3: Cultural Perspectives</p> <p><i>Focus Questions</i></p> <ul style="list-style-type: none"> • Why is it important to discover the world around you? • How are neighborhoods and communities similar and different? • Why is it important for people to have good relationships? <p>A4: Respond personally and critically to narrative and informational texts.</p> <p>A5: Use narrative and informational text to identify how author's craft is used to portray/represent key ideas, values, and beliefs.</p> <p><i>(LA2 pg2)</i></p>	<p>Read with developing fluency using multiple strategies to construct meaning.</p> <p>Word Recognition (C1)</p> <ul style="list-style-type: none"> • know short vowels and long-vowel patterns • decode one syllable words using letter-sound relationship • use phonograms (sound-bytes) • use rhyming patterns (word families) • use inflected endings • use word chunks (structural analysis) • use context as a basis for predicting meaning of unfamiliar words • increase number of sight words recognized automatically • read grade-level texts accurately with proper rate and phrasing <p>Self-Monitoring</p> <ul style="list-style-type: none"> • reread text when meaning is not clear • use intonation, pauses, and emphasis • use punctuation cues including commas, periods, question marks, and quotation marks • read grade level books aloud independently with 95% accuracy • use homonyms, synonyms, and antonyms to clarify meanings • use visualization to understand text • activate prior knowledge • clarify meaning by slowing down, rereading, skipping the word and reading on 	<p>Writing Skills & Strategies (C3)</p> <p><i>Prewriting</i></p> <ul style="list-style-type: none"> • determine T (topic), A (audience), and P (purpose) • brainstorm interesting topics • use graphic organizers to develop ideas • use pattern guides to develop writing <p><i>Drafting</i></p> <ul style="list-style-type: none"> • use prewriting ideas to construct simple stories, folktales, fantasies, letters, short reports, and literature responses <p><i>Revising</i></p> <ul style="list-style-type: none"> • to add, delete, rearrange information, improve word choice, and to clarify • for organization, content, language expression, and style • use a revision checklist to revise writing • assist others in revising their writing through peer conferencing <p><i>Editing</i></p> <ul style="list-style-type: none"> • proofread writing for capitals, sentence structure, subject-verb agreement, end punctuation, commas in a series, pronoun/noun agreement, apostrophes in contractions <p><i>Publishing</i></p> <ul style="list-style-type: none"> • select pieces of work using a variety of mediums, forms, and techniques <p>Comprehension Strategies and Graphic Organizers</p> <ul style="list-style-type: none"> • journals • logs • retelling • story maps • Venn diagrams • beginning, middle, end (story sequence) form • story plans • Venn diagrams • steps in a process form • problem map • data collection form 	<p>Vocabulary (D3)</p> <p><i>Continue to develop vocabulary to enable written and oral communication and understanding of Language Arts.</i></p> <p><i>Include:</i></p> <ul style="list-style-type: none"> • literary and technical terms • words from stories read • words that enable students to communicate skillfully and effectively <p>Inquiry and Research (C4)</p> <ul style="list-style-type: none"> • generate questions – explore topics based on broad focus questions • generate specific questions pertinent to topic • gather resources – determine best resources to answer research questions • gather information from selection of texts • analyze and organize information—make simple fact notes, evaluate usefulness of information, select appropriate information, organize information into reports using guides and specified criteria



Language Arts Grade 2

Pacing Guide



2005

Partnering with students, parents and
the community to provide exceptional,
personalized education.