

**LAKOTA LOCAL SCHOOLS
ENGLISH LANGUAGE ARTS CURRICULUM
GRADE: SECOND**

UNIT/THEME: **Launching and Nurturing Readers**

Within this unit, successful readers naturally use the meaning, language and print to process what is being read.

ESSENTIAL UNDERSTANDINGS:

- Readers use their strategies to decode unknown words.
- Readers apply skills and strategies to understand what is read.

GUIDING QUESTIONS: (Students will be able to answer these questions by the end of the unit.)

- How do similar word patterns help with comprehension?
- How can predictions support in understanding what is read?
- **Why is knowing events in order important in reading?**

APPROXIMATE TIME FRAME: 9 weeks

QUARTER: 1st quarter

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Curriculum (Standards/Benchmarks/ Indicators that work together powerfully)	Evidence of Learning	Instruction (Key Vocabulary, Suggested Instructional Resources and Strategies)
<p>A. Use letter-sound correspondence knowledge and structural analysis to decode words. (Phonemic Awareness)</p> <p>2PA-1. Identify rhyming words with the same or different spelling patterns.</p> <p>2PA-3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.</p> <p>2PA-4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.</p> <p>2PA-5. Segment letter, letter blends and syllable sounds in words.</p> <p>2PA-6. Distinguish and identify the beginning, middle and ending sounds in words.</p> <p>2PA-7. Identify words as having either short- or long-vowel sounds.</p>	<ul style="list-style-type: none"> • Given a list of word pairs, students will identify the words that rhyme. • Given a list of 2nd grade words, students will demonstrate a variety of strategies to determine the word. 	

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<p>B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text. (Phonemic Awareness) 2PA-2. Read regularly spelled multi-syllable words by sight.</p> <p>2PA-8. Demonstrate a growing stock of sight words.</p> <p>2PA-9. Read text using fluid and automatic decoding skills.</p> <p>2PA-10. Read passages fluently with appropriate changes in voice, timing and expression.</p> <p>A. Use context clues to determine the meaning of new vocabulary. (Acquisition of Vocabulary) AV-1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.</p>	<ul style="list-style-type: none"> • Students will identify words from a sight list. • Students will read sight words in text automatically. • Students will read fluently from an independent level text. • Students will notice word patterns in text. • In a text, students will use context to identify an unfamiliar word. 	

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<p>B. Read accurately high- frequency sight words. (Acquisition of Vocabulary) 2AV-4 Read accurately high-frequency sight words.</p> <p>A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. (Reading Process) 2RP-1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).</p> <p>2RP-5. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.</p> <p>2RP-9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>2RP-10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<ul style="list-style-type: none"> • During a reading conference, students will explain why they selected a text. 	

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<p>B. Make predictions from text clues and cite specific examples to support predictions. (Reading Process) 2RP-2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.</p> <p>D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. (Reading Process) 2RP-3. Compare and contrast information in texts with prior knowledge and experience.</p> <p>2RP-4. Summarize texts by recalling main ideas and some supporting details.</p> <p>E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative). (Reading Process) 2RP-6. Answer literal, inferential, and evaluative questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.</p>	<ul style="list-style-type: none"> • Students will identify the information provided by an illustration and predict an upcoming event based on that picture. • Students will contrast the information shared in a variety of texts. • Students will share in a guided group their own experiences and how a text supports and/or adds to their knowledge of a topic. 	

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<p>F. Apply and adjust self-monitoring strategies to assess understanding of text. (Reading Process) 2RP-7. Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.</p> <p>2RP-8. Monitor reading comprehension by identifying word errors and self-correcting.</p> <p>B. Use supporting details to identify and describe main ideas, characters, and setting. (Reading Applications – Literary Text) 2LT-3. Retell the plot of a story.</p>	<ul style="list-style-type: none"> • During a reading conference, students will share a place in a text when the text did not make sense and offer a fix-up strategy. • Students will relate main events of a story in correct sequence. 	