

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

UNIT/THEME: Purposeful Reading

Within this unit, successful readers select various forms of text that not only strengthens their reading strategies, but also makes them confident in talking about what the author is trying to convey.

ESSENTIAL UNDERSTANDINGS:

- Independent readers choose appropriate books for a variety of purposes.
- Readers can identify the big picture of what is read.

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

- What makes reading material a good match for a person?
- What is the author trying to convey?
- What information from the material supports the big picture?

APPROXIMATE TIME FRAME: 9 weeks

QUARTER: 2nd 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"> • Students will say the spelling/sound pattern in a group of words that makes them rhyming. • Given an unfamiliar text, students will read known and unknown words to achieve understanding of the text. 	

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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 increase the number of words they can read fluently from a sight word list. • In a content area text, students will use the context to identify a 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"> • Students will share in a peer group the purpose in reading a text. • Students will use a Venn diagram to accurately demonstrate understanding of 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>	<ul style="list-style-type: none"> • Students will use a Venn diagram to compare and contrast a text with prior experience. • Students will use a simple outline to share important ideas and supporting details in a text. 	

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<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> <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>	<ul style="list-style-type: none"> • Students will use a highlighter to identify parts of a text that do not make sense. • Students will use fix-up strategies. 	