

Gasconade County R-2 School District
2017-18

2nd Grade ELA Curriculum

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	Reading Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
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August	<p>Reading:</p> <p>2.R.1.A.a-e (Reading process)</p> <p>2.R.2.A.b (describe main character...)</p> <p>2.SL.1.A.a-b (follow 3 step instructions)</p> <p>2.SL.3.A.b (speak effectively in a discussion)</p> <p>2.R.1.D.a-b (show proof of my reading)</p> <p>2.SL.4.A.c (use school vocabulary)</p> <p>2.R.1.B.c,h (developed an understanding of vocabulary: meaning of single words to define compound words)</p> <p>2.RF.3.A.j (understanding of how English is written and read)</p> <p>2.R.3.B.a-c (literary techniques to read, infer, and draw conclusions)</p> <p>2.RF.4.A.a (context, self-correct, reread)</p> <p>Writing:</p>	<p>Reading:</p> <p>accountable talk clarify community complex text determining importance draw conclusions elements evidence fiction genre goal habit habits of mind identify infer classify</p> <p>Writing:</p> <p>audience author brainstorm collect concentrate connect conventions describe detail develop dialogue</p>	<p>Missouri Learning Standards</p>		<p>August Reading:</p> <p>How can I show that I have developed and can apply skills to the reading process? (2.R.1.A.a-e)</p> <p>Can I describe the main characters in a fiction text, that includes their traits, feelings, and goals? (2.R.2.A.b)</p> <p>How do I use classroom listening rules to follow three-step instructions? (2.SL.1.A.a-b)</p> <p>How can I show that I can speak effectively in group discussions? (2.SL.3.A.b)</p> <p>How can I show proof of my independent reading? (2.R.1.D.a-b)</p> <p>How do I speak effectively while using school vocabulary when presenting to the class? (2.SL.4.A.c)</p> <p>How do I show that I have developed an understanding of vocabulary? (2.R.1.B.c,h)</p> <p>How can I show understanding of how English is written and read by demonstrating decoding skills when reading new words? (2.RF.3.A.j)</p> <p>How can I show use of literary techniques to read, infer, and draw conclusions that explain why a text is fiction or non-fiction, ask and answer questions for clarity, and explain</p>
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August	<p>2.W.1.B.a (draft, prewriting step of the writing process)</p> <p>2.W.1.C.a-b (reread, revise, and edit with assistance...)</p> <p>2.W.2.B.a-b (informational or explanatory text)</p> <p>2.W.3.A.a-f (gather, analyze, evaluate)</p> <p>2.SL.1.A.a-b (develop and apply listening skills)</p> <p>2.SL.2.A.a (formal and informal)</p> <p>2.SL.3.A.a-b (speak effectively, presentation)</p> <p>2.SL.4.A.a-c (speak clearly, to the point, standard conventions of the language)</p> <p>2.L.1.B.a,c,d (write legibly, use apostrophes for contractions, and capitalize)</p> <p>2.R.1.B.a-c,e,h (locating words in a dictionary or glossary)</p> <p>2.RF.1.A.a</p>	draft edit/editing/editor	Missouri Learning Standards		<p>examples of sensory details? (2.R.3.B.a-c)</p> <p>August Writing:</p> <p>How do I develop a draft (first writing) from the prewriting step of the writing process? (2.W.1.B.a)</p> <p>How do I reread, revise, and edit drafts, with assistance from adults and/or peers? (2.W.1.C.a-b)</p> <p>How can I show that I can write an informational or explanatory text? (2.W.2.B.a-b)</p> <p>How can I show that I can gather, analyze, evaluate, and use informal from a variety of sources? (2.W.3.A.a-f)</p> <p>How do I show evidence of being able to listen with a purpose? (2.SL.1.A.a-b)</p> <p>How do I show evidence of being able to listen in a formal and informal setting? (2.SL.2.A.a)</p> <p>How do I show evidence that I can speak clearly, to the point, and using the standard conventions of the language when presenting to a group? (2.SL.3.a-b)</p> <p>How do I speak effectively during a presentation?</p>

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August	<p>(paragraphs)</p> <p>Grammar:</p> <p>2.L.1.A.a,e-f,h (using nouns, pronouns, and regular verbs)</p> <p>2.L.1.B.c,d,h (use apostrophes for contractions, and capitalize, nouns, change, spelling)</p>		<p>Missouri Learning Standards</p>		<p>(2.SL.4.A.a-c)</p> <p>How will I demonstrate that I can write legibly, use apostrophes for contractions, and capitalize weeks, days, months, and holidays? (2.L.1.B.a,c,d)</p> <p>How will I show that I can use prefixes, root words, suffixes, knowledge of individual words (for compound words), and locating words in a dictionary or glossary in order to understand the meaning of vocabulary? (2.R.1.B.a-c,e,h)</p> <p>August Grammar:</p> <p>How will I show evidence of using nouns, pronouns, and regular verbs, in my writing? (2.L.1.A.a,e-f,h)</p> <p>How will I demonstrate that I can use apostrophes for contractions, and capitalize weeks, days, months, and holidays, and use nouns that change their spelling in plural form? (2.L.1.B.c,d,h)</p>

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September	<p>Reading:</p> <p>2.R.1.A.a-e (developed and can apply skills to the reading process)</p> <p>2.R.1.B.h (use conversational, school vocabulary)</p> <p>2.R.3.A.a-c (use text features: read, infer, and draw conclusions from nonfiction text)</p> <p>2.R.1.D.a-b (show proof of my reading)</p> <p>2.R.1.B.a-c (use prefixes, root words, suffixes; definitions of individual words...; determine the meaning of a new word, or a</p>	<p>Reading:</p> <p>inference key ideas making connections monitor nonfiction notate poetry prior knowledge procedure purpose reading rate recount reread retell classify construct</p> <p>Writing:</p> <p>element</p>	<p>Missouri Learning Standards</p>		<p>September Reading:</p> <p>How can I show that I have developed and can apply skills to the reading process? (2.R.1.A.a-e)</p> <p>How do I show that I have developed an understanding of school vocabulary in conversation? (2.R.1.B.h)</p> <p>How can I use text features to show that I can read, infer, and draw conclusions from nonfiction text? (2.R.3.A.a-c)</p> <p>How can I show proof of my independent reading? (2.R.1.D.a-b)</p> <p>How can I show that I can use prefixes, root words, suffixes; definitions of individual words to determine meaning of compound</p>

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September	<p>multi-meaning word)</p> <p>2.RF.3.A.j (demonstrate decoding skills)</p> <p>2.R.3.B.a-c (comprehend, analyze, evaluate, nonfiction texts)</p> <p>2.RF.1.A.a (paragraphs)</p> <p>2.RF.4.A.a (context, self-correct, reread)</p> <p>2.R.1.C.b (text to world)</p> <p>Writing:</p> <p>2.W.1.B.a (draft, sequence, coherent sentences)</p> <p>2.W.1.C.a-b (reread, revise, and edit drafts, with assistance)</p> <p>2.W.3.A.a-f (gather, analyze, evaluate)</p> <p>2.SL.1.A.a-b (listen with a purpose)</p> <p>2.SL.2.A.a (formal and informal)</p> <p>2.SL.3.A.a-b (speak clearly, to the point, standard conventions of language)</p>	<p>emotion</p> <p>entry</p> <p>generate</p> <p>imagination</p> <p>inspiration</p> <p>logical</p> <p>main idea</p> <p>memorable</p> <p>memory</p> <p>message</p> <p>narrative</p> <p>narrator</p> <p>observation</p> <p>organized</p>	<p>Missouri Learning Standards</p>		<p>words; determine the meaning of a new word or multi-meaning word? (2.R.1.B.a-c)</p> <p>How will I demonstrate decoding skills when reading new words in text? (2.RF.3.A.j)</p> <p>How will I develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction texts, from a variety of cultures? (2.R.3.B.a-c)</p> <p>September Writing:</p> <p>How would I develop a draft that sequences the ideas into coherent sentences? (2.W.1.B.a)</p> <p>How do I reread, revise, and edit drafts, with assistance from adults and/or peers? (2.W.1.C.a-b)</p> <p>How can I show that I can gather, analyze, evaluate, and use informal from a variety of sources? (2.W.3.A.a-f)</p> <p>How do I show evidence of being able to listen with a purpose? (2.SL.1.A.a-b)</p> <p>How do I show evidence of being able to listen in a formal and informal setting? (2.SL.2.A.a)</p> <p>How do I show evidence that I can speak clearly, to the point, and using the standard conventions of the language when presenting to a group? (2.SL.3.a-b)</p>

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September	<p>2.SL.4.A.a-c (speak effectively during a presentation)</p> <p>2.L.1.B.a,c-e,h (standard conventions of English)</p> <p>2.L.1.B.i (alphabetic order)</p> <p>Grammar:</p> <p>2.R.1.B.f (meaning among related verbs, adj.)</p> <p>2.L.1.A.a,e-f,h (nouns/pronouns/verbs, sentence types in writing)</p> <p>2.L.1.B.d (standard conventions of English, apostrophes, capitalize, plural nouns change spelling)</p> <p>2.RF.3.A.a-j (Understand English, phonics skills)</p>		<p>Missouri Learning Standards</p>		<p>How do I speak effectively during a presentation? (2.SL.4.A.a-c)</p> <p>I will apply the standard conventions of English correctly by writing legibly, using apostrophes in a contraction, capitalize days of the week, months of the year, and holidays, capitalize abbreviated titles of people, and use plural nouns that change their spelling in plural form. (2.L.1.B.a,c-e,h)</p> <p>September Grammar:</p> <p>How can I distinguish the meaning of closely related verbs and adjectives? (2.R.1.B.)</p> <p>How can I use nouns, pronouns, verbs, and sentence types in my writing? (2.L.1.A.a,e-f,h)</p> <p>How can I show that I can capitalize for weeks, months, and holidays? (2.L.1.B.d)</p> <p>How will I show evidence that I understand how English is written and read by developing phonics skills? (2.RF.3.A.a-j)</p>

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October	<p>Reading:</p> <p>2.R.1.A.a-e (Reading process)</p> <p>2.R.1.B.h (use conversational, school vocabulary)</p> <p>2.R.3.A.a (identify the main idea and topic of a text)</p> <p>2.RF.3.A.j (understanding of how English is written and read)</p> <p>2.R.3.B.a-c (literary techniques to read, infer, and draw conclusions)</p> <p>2.RF.1.A.a (paragraphs)</p> <p>2.RF.4.A.a (context, self-correct, reread)</p> <p>2.R.1.C.b (text to world)</p> <p>2.R.1.C.b (text to world)</p> <p>Writing:</p> <p>2.W.1.B.a (draft, sequence, coherent sentences)</p> <p>2.W.1.C.a-b (reread, revise, and edit</p>	<p>Reading:</p> <p>routine schema self-select sequence share stamina temporal words text text features text structure topic visualize predict compare</p> <p>Writing:</p> <p>publish punctuation reflection revise/revisions selecting simile support supporting details technique vivid writing process</p>	<p>Missouri Learning Standards</p> <p>Missouri Learning Standards</p>		<p>October Reading:</p> <p>How can I show that I have developed and can apply skills to the reading process? (2.R.1.A.a-e)</p> <p>How do I use conversational, school vocabulary, that is specific to each subject? (2.R.1.B.h)</p> <p>How can I show that I have developed and can apply comprehension skills to identify the main idea and topic of a text? (2.R.3.A.a)</p> <p>How can I show understanding of how English is written and read by demonstrating decoding skills when reading new words? (2.RF.3.A.j)</p> <p>How can I show use of literary techniques to read, infer, and draw conclusions that explain why a text is fiction or non-fiction, ask and answer questions for clarity, and explain examples of sensory details? (2.R.3.B.a-c)</p> <p>October Writing:</p> <p>How would I develop a draft that sequences the ideas into coherent sentences? (2.W.1.B.a)</p> <p>How do I reread, revise, and edit drafts, with assistance from adults and/or peers? (2.W.1.C.a-b)</p> <p>How can I show that I can gather, analyze, evaluate, and use information from a variety of sources?</p>
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October	<p>drafts)</p> <p>2.W.3.A.a-e (reread, revise, and edit drafts)</p> <p>2.SL.1.A.a-b (listen with a purpose)</p> <p>2.SL.2.A.a formal and informal</p> <p>2.SL.3.A.a-b (speak clearly, to the point, standard conventions of the language)</p> <p>2.SL.4.A.a-c (speak effectively, presentation)</p> <p>2.L.1.B.a,c-e,h (standard conventions of language, apostrophes, capitalize, nouns that change spelling)</p> <p>2.R.1.B.d (antonyms, synonyms)</p> <p>2.RF.1.A.a (paragraphs)</p> <p>Grammar:</p> <p>2.R.1.B.f (meaning among related verbs, adj.)</p> <p>2.L.1.A.a-d</p>		<p>Missouri Learning Standards</p>		<p>(2.W.3.A.a-e)</p> <p>How do I show evidence of being able to listen with a purpose? (2.SL.1.A.a-b)</p> <p>How do I show evidence of being able to listen in a formal and informal setting? (2.SL.2.A.a)</p> <p>How do I show evidence that I can speak clearly, to the point, and using the standard conventions of the language when presenting to a group? (2.SL.3.A.a-b)</p> <p>How do I speak effectively during a presentation? (2.SL.4.A.a-c)</p> <p>I will apply the standard conventions of English correctly by writing legibly, using apostrophes in a contraction, capitalize days of the week, months of the year, and holidays, capitalize abbreviated titles of people, and use plural nouns that change their spelling in plural form.. (2.L.1.B.a,c-e,h)</p> <p>How will I use antonyms and synonyms to construct meaning of vocabulary? (2.R.1.B.d)</p> <p>How will I confirm that I understand that sentences are organized into paragraphs to convey meaning? (2.RF.1.A.a)</p> <p>October Grammar:</p> <p>How can I distinguish the meaning of closely</p>

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October	<p>(collective, irregular nouns, pronouns(reflexive), verbs (regular)),</p> <p>2.L.1.B.e (capitalize abbreviated titles of people)</p> <p>2.RF.3.A.a-j (understand English, phonics skills)</p>		<p>Missouri Learning Standards</p>		<p>related verbs and adjectives? (2.R.1.B.f)</p> <p>How can I show that I can write using irregular/collective nouns, reflexive pronouns, and regular verbs? (2.L.1.A.a-d))</p> <p>How can I show that I can capitalize abbreviated titles of people in writing? (2.L.1.B.e)</p> <p>How will I show evidence that I understand how English is written and read by developing phonics skills? (2.RF.3.A.a-j)</p>

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November	Reading: 2.R.1.A.a-e (Reading process) 2.R.1.B.h (use school vocabulary)	Reading: challenges characters chronological compare connections	Missouri Learning Standards		November Reading: How can I show that I have developed and can apply skills to the reading process ? (2.R.1.A.a-e) How do I use conversational, school

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November	<p>2.R.1.C.a (text to text)</p> <p>2.R.1.D.a-b (show proof of my reading)</p> <p>2.R.2.B.a-b (rhyme, rhythm, repetition, onomatopoeia)</p> <p>2.SL.1.A.a-b (follow 3 step instructions)</p> <p>2.SL.2.A.a (effective listening skills and strategies)</p> <p>2.SL.3.A.a-b (speak effectively in collaborative discussion)</p> <p>2.SL.4.A.a,c (speak effectively during a presentation?)</p> <p>2.L.1.A.b-d,f,g (communicate using conventions of English)</p> <p>2.L.1.B.h (spelling)</p> <p>2.RF.3.A.j (understand how English is written and read)</p> <p>2.RF.4.A.a (context, self-correct, reread)</p> <p>2.R.1.C.b (text to world)</p>	<p>contrast</p> <p>describe</p> <p>dialogue</p> <p>differences</p> <p>elements</p> <p>events</p> <p>explore</p> <p>features</p> <p>figurative language</p> <p>genre</p> <p>identify</p> <p>illustrations</p> <p>infer</p> <p>Writing:</p> <p>celebrations</p> <p>chronological order</p> <p>collecting</p> <p>culture</p> <p>dedication</p> <p>detail</p> <p>dialogue</p> <p>discover</p> <p>drafting</p> <p>editing</p> <p>events</p> <p>explore</p> <p>familiar</p> <p>generating ideas</p> <p>immersion</p> <p>impact</p> <p>inspired</p>	<p>Missouri Learning Standards</p>		<p>vocabulary, that is specific to each subject? (2.R.1.B.h)</p> <p>Can I show connections between text to text? (2.R.1.C.a)</p> <p>How do I show that I have developed an understanding of school vocabulary? (2.R.1.B.h)</p> <p>Can I describe how rhyme, rhythm, repetition, and onomatopoeia create images? (2.R.2.B.a-b)</p> <p>How do I use classroom listening rules to follow three-step instructions? (2.SL.1.A.a-b)</p> <p>How can I show that I have developed and and can apply effective listening skills and strategies in formal and informal settings? (2.SL.2.A.a)</p> <p>How can I show that I can speak effectively in group discussions? (2.SL.3.A.a-b)</p> <p>How do I speak effectively during a presentation while explaining a topic using school vocabulary? (2.SL.4.A.a,c)</p> <p>How can I show communication of English language conventions while using nouns, pronouns, and regular verbs? (2.L.1.A.b-d,f,g)</p> <p>How can show correct usage of nouns that change their spelling in plural form? (2.L.1.B.h)</p>

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November	<p>Writing:</p> <p>2.W.1.B.c (organize beginning, middle, and end)</p> <p>2.W.1.C.a (revising)</p> <p>2.W.3.A.a-f (gather, analyze, evaluate)</p> <p>2.SL.1.A.a-b (follow 3 step instructions)</p> <p>2.SL.2.A.a (effective listening skills and strategies)</p> <p>2.SL.3.A.b (speak effectively)</p> <p>2.SL.4.A.a-c (speak effectively, presentation)</p> <p>2.L.1.A.b-d,f,g (apply standard English grammar, produce simple sentences)</p> <p>2.L.1.B.a,c,d,h (capitalization rules, writing legibly, nouns change, spelling)</p> <p>2.R.1.B.a-f,h (prefixes, suffix, antonym, synonym, knowledge of new</p>		<p>Missouri Learning Standards</p>		<p>How can I show an understanding of how English is written and read when decoding new words in a text? (2.RF.3.A.j)</p> <p>November Writing:</p> <p>How will I organize my writing to make a beginning, middle, and end evident? (2.W.1.B.c)</p> <p>Show evidence strengthening my writing by revising the main idea, details, word choice, sentence construction, event order, audience, and voice. (2.W.1.C.a)</p> <p>How can I show that I can gather, analyze, evaluate, and use informal from a variety of sources? (2.W.3.A.a-f)</p> <p>How do I use classroom listening rules to follow three-step instructions? (2.SL.1.A.a-b)</p> <p>How can I show that I have developed and and can apply effective listening skills and strategies in formal and informal settings? (2.SL.2.A.a)</p> <p>How can I show that I can speak effectively in group discussions? (2.SL.3.A.a-b)</p> <p>How do I speak effectively during a presentation? (2.SL.4.A.a-c)</p> <p>How will I apply standard English grammar while using collective nouns, reflexive pronouns, adjectives, and adverbs?</p>

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November	<p>words)</p> <p>2.RF.1.A.a (paragraphs)</p> <p>Grammar:</p> <p>2.R.1.B.e-g,h (locating words in a dictionary/ glossary, recognize word meaning, use school vocabulary)</p> <p>2.RF.3.A.a-j (understand English, phonics skills)</p>		Missouri Learning Standards		<p>How will I produce simple telling, asking, and exclamatory sentences as well as ones that give advice or instruction? (2.L.1.A.b-d,f,g)</p> <p>How do I apply the capitalization rules to use apostrophes for contractions and capitalize the days of the week, months, and holidays? How do I show evidence of writing legibly and using nouns that change their spelling in plural form? 2.L.1.B.a,c,d,h</p> <p>Students will be able to understand vocabulary by using prefixes, suffixes, antonyms, synonyms to demonstrate knowledge of new words and using context clues to determine new meaning. (2.R.1.B.a-f,h)</p> <p>November Grammar:</p> <p>How can I show that I can use a dictionary and glossary to locate words, recognize literal and non-literal word meanings, and use school vocabulary in conversation? (2.R.1.B.e-g,h)</p> <p>How will I show evidence that I understand how English is written and read by developing phonics skills? (2.RF.3.A.a-j)</p>
December	<p>Reading:</p> <p>2.R.1.A.a-e (Reading process)</p> <p>2.R.1.B.h</p>	<p>Reading:</p> <p>message mood moral organized</p>	Missouri Learning Standards		<p>December Reading:</p> <p>How can I show that I have developed and can apply skills to the reading process? (2.R.1.A.a-e)</p>

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December	<p>(developed an understanding of vocabulary)</p> <p>2.RF.3.A.j (understand English, phonics skills)</p> <p>2.RF.4.A.a (context, self-correct, reread)</p> <p>Writing: 2.W.1.B.c (organize, beginning, middle, end)</p> <p>2.W.1.C.a (reread, revise, and edit drafts)</p> <p>2.W.3.A.a-f (reread, revise, edit drafts)</p> <p>2.SL.1.A.a-b (three-step instructions)</p> <p>2.SL.2.A.a (active listener)</p> <p>2.SL.3.A.b (speak effectively in discussion)</p> <p>2.SL.4.A.a-c (speak effectively presentation)</p> <p>2.L.1.A.b-d,f,g (apply standard English grammar, produce simple sentences)</p>	<p>point of view</p> <p>predict</p> <p>problem</p> <p>punctuation</p> <p>resolution</p> <p>retell</p> <p>setting</p> <p>similarities</p> <p>structure</p> <p>theme</p> <p>tone</p> <p>version</p> <p>visualize</p> <p>Writing:</p> <p>narrative</p> <p>potential</p> <p>publishing</p> <p>purpose</p> <p>recapture</p> <p>recognize</p> <p>relationship</p> <p>revising</p> <p>selecting</p> <p>self-reflection</p> <p>sensory</p> <p>sensory details</p> <p>sequencing</p> <p>structured</p> <p>traditions</p> <p>unique</p> <p>writing process</p>	<p>Missouri Learning Standards</p>		<p>How do I show that I have developed an understanding of vocabulary? (2.R.1.B.h)</p> <p>How can I show an understanding of how English is written and read when decoding new words in a text? (2.RF.3.A.j)</p> <p>December Writing:</p> <p>How will I organize my writing to make a beginning, middle, and end evident? (2.W.1.B.c)</p> <p>How do I reread, revise, and edit drafts, with assistance from adults and/or peers? (2.W.1.C.a)</p> <p>How can I show that I can gather, analyze, evaluate, and use informal from a variety of sources? (2.W.3.A.a-f)</p> <p>How do I use classroom listening rules to follow three-step instructions? (2.SL.1.A.a-b)</p> <p>How do I show evidence of being able to listen in a formal and informal setting? (2.SL.2.A.a)</p> <p>How can I show that I can speak effectively in group discussions? (2.SL.3.A.b)</p> <p>How do I speak effectively during a presentation? (2.SL.4.A.a-c)</p> <p>How will I apply standard English grammar</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	Reading Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
December	<p>2.L.1.B.a,c,d,h (standard conventions of English, write legibly, apostrophes, capitalize, plural nouns that change spelling)</p> <p>2.R.1.B.a-f,h (understand vocabulary, determine new meaning)</p> <p>2.RF.1.A.a (paragraphs)</p> <p>Grammar:</p> <p>2.R.1.B.e,g,h (locating words in a dictionary/ glossary, recognize word meaning, use school vocabulary)</p> <p>2.RF.3.A.a-j (understand English, phonics skills)</p>		<p>Missouri Learning Standards</p>		<p>while using collective nouns, reflexive pronouns, adjectives, and adverbs? How will I produce simple telling, asking, and exclamatory sentences as well as ones that give advice or instruction? (2.L.1.A.b-d,f,g)</p> <p>Students will be able to understand vocabulary by using prefixes, suffixes, antonyms, synonyms to demonstrate knowledge of new words and using context clues to determine new meaning. (2.R.1.B.a-f,h)</p> <p>I will apply the standard conventions of English by writing legibly, using apostrophes in a contraction, capitalize days of the week, months of the year, and holidays, and use plural nouns that change their spelling in plural form. (2.L.1.B.a,c,d,h)</p> <p>Understand how English is written and read by developing print awareness of paragraphs. (2.RF.1.A.a)</p> <p>December Grammar:</p> <p>How can I show that I can use a dictionary and glossary to locate words, recognize literal and non-literal word meanings, and use school vocabulary in conversation? 2.R.1.B.e,g,h</p> <p>How will I show evidence that I understand how English is written and read by developing phonics skills? (2.RF.3.A.a-j)</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	Reading Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
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January January	<p>Reading:</p> <p>2.R.1.A.a-e (Reading process)</p> <p>2.R.1.B.h (develop an understanding of vocabulary using school vocabulary)</p> <p>2.R.1.D.a,b (show proof of my reading)</p> <p>2.L.1.A.a-h (conventional grammar, sentence types)</p> <p>2.SL.4.A.c (presentation)</p> <p>2.W.1.C.b (edit for language conventions)</p> <p>2.R.3.A.a-f (text features)</p> <p>2.SL.4.A.a (presenting)</p> <p>2.SL.3.A.b (presenting)</p> <p>2.W.1.C.b (editing for conventions)</p> <p>2.R.1.B.a-h (vocabulary)</p> <p>2.R.3.C.a-e (text structures)</p>	<p>Reading:</p> <p>activate cause characteristics chronological communicate compare contrast description effect examine explore features focus genre graphic organizer identify infer</p> <p>Writing:</p> <p>addressee audiences closing collecting communicate compelling continuation convince convincing correspondence correspondents drafting editing</p>	<p>Missouri Learning Standards Missouri Learning Standards</p>		<p>Reading:</p> <p>How can I show that I have developed and can apply skills to the reading process? (2.R.1.A.a-e)</p> <p>2.R.1.B.h (develop an understanding of vocabulary using school vocabulary)</p> <p>Can I describe the main characters in a fiction text, that includes their traits, feelings, and goals? (2.R.2.A.b)</p> <p>How do I use classroom listening rules to follow three-step instructions? (2.SL.1.A.a-b)</p> <p>How can I show that I can speak effectively in group discussions? (2.SL.3.A.b)</p> <p>How can I show proof of my independent reading? (2.R.1.D.a-b)</p> <p>How do I speak effectively while using school vocabulary when presenting to the class? (2.SL.4.A.c)</p> <p>How do I show that I have developed an understanding of vocabulary? (2.R.1.B.c,h)</p> <p>How can I show understanding of how English is written and</p> <p>How do I use conversational, school vocabulary, that is specific to each subject?</p>
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Month	Reading/Speaking and Listening/Writing	Key Vocabulary	Reading Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
January	<p>2.RF.3.A.j (phonics)</p> <p>2.R.A.c-f (compare, contrast, characters, setting, sequence of events)</p> <p>2.RF.4.A.a (context, self-correct, reread)</p> <p>2.R.4.a-c (media, media messages, conventions, digital media)</p> <p>Writing:</p> <p>2.W.1.B.a-d (develop first draft)</p> <p>2.W.1.C.a-b (reread, revise, and edit drafts)</p> <p>2.W.1.D.a-b (publishing, keyboarding)</p> <p>2.W.2.A.a-e (opinion writing)</p> <p>2.W.3.A.a-f (gather, analyze, evaluate, information)</p> <p>2.R.1.B.a-f (prefixes, suffixes, antonyms, synonyms, knowledge of new words)</p> <p>2.SL.1.a-b</p>	<p>epistolary</p> <p>examples</p> <p>feature</p> <p>focus</p> <p>formal</p> <p>format</p> <p>generate ideas</p> <p>greet</p> <p>humor</p> <p>informal</p> <p>informative</p>	<p>Missouri Learning Standards</p>		<p>How can I show that I can use conventions in proper English language in speech and written form? (2.L.1.A.a-h)</p> <p>Gather, analyze, evaluate, information to be used in the research process. (2.W.3.A.a-f)</p> <p>Students will be able to understand vocabulary by using prefixes, suffixes, antonyms, synonyms to demonstrate knowledge of new words and using context clues to determine new meaning. (2.R.1.B.a-f,h)</p> <p>January Writing:</p> <p>Develop a first draft of the appropriate genre by sequencing ideas, writing coherent sentences, generating paragraphs with one main idea, and, having evidence of a beginning, middle, and end, and addressing an appropriate audience. (2.W.1.B.a-d)</p> <p>How do I reread, revise, and edit drafts, with assistance from adults and/or peers? (2.W.1.C.a-b)</p> <p>Demonstrate publishing and sharing my writing by using a variety of conventional and digital tools including keyboarding. (2.W.1.D.a-b)</p> <p>Show evidence of composing a well-developed opinion text. (2.W.2.a-e)</p> <p>How do I use classroom listening rules to follow three-step instructions? (2.SL.1.A.a-b)</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	Reading Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
January	<p>(three-step instructions)</p> <p>2.SL.2.A.a (effective listening skills and strategies)</p> <p>2.SL.3.A.a-b (speak effectively, discussions confirm comprehension)</p> <p>2.SL.4.A.a-c (speak effectively, presentation)</p> <p>2.L.1.A.b-d,f,g (apply standard English grammar, produce simple sentences)</p> <p>2.L.1.B.a,c,d,h (standard conventions of English, write legibly, apostrophes, capitalize, plural nouns change spelling)</p> <p>2.RF.1.A.a (paragraphs)</p> <p>2.RF.3.A.g (contractions)</p> <p>Grammar: 2.R.1.B.b 2.RF.3.A.f 2.L.1.B.c 2.RF.3.A.a-j</p>		<p>Missouri Learning Standards</p>		<p>How can I show that I have developed and and can apply effective listening skills and strategies in formal and informal settings? (2.SL.2.A.a)</p> <p>How can I show that I can speak effectively in group discussions to confirm comprehension? (2.SL.3.A.a-b)</p> <p>How do I speak effectively during a presentation while explaining a topic using school vocabulary? (2.SL.4.A.a,c)</p> <p>How will I apply standard English grammar while using collective nouns, reflexive pronouns, adjectives, and adverbs? How will I produce simple telling, asking, and exclamatory sentences as well as ones that give advice or instruction? (2.L.1.A.b-d,f,g)</p> <p>I will apply the standard conventions of English correctly by writing legibly, using apostrophes in a contraction, capitalize days of the week, months of the year, and holidays, capitalize abbreviated titles of people, and use plural nouns that change their spelling in plural form. (2.L.1.B.a,c,d,h)</p> <p>Understand how English is written and read by developing a print awareness of paragraphs. (2.RF.1.A.a)</p> <p>Show evidence of understanding how contractions are written. (2.RF.3.A.g)</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	Reading Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
February	<p>Reading:</p> <p>2.R.1.A.a-e (text features)</p> <p>2.R.1.B.h 2.SL.4.A. (use conversational, school vocabulary)</p> <p>2.W.1.C.b (edit and revise)</p> <p>2.R.3.A.a-f (using text features)</p> <p>2.SL.4.A.a (speak effectively when presenting)</p> <p>2.SL.3.A.b (collaborative discussions)</p> <p>2.W.1.C.b (edit and revise for language conventions)</p> <p>2.R.1.B.a-h (develop vocabulary through reading informational text)</p> <p>2.R.3.C.a-e (read and infer to draw conclusions to demonstrate understanding of text structures)</p>	<p>Reading:</p> <p>inform matrix narrative opinion paragraph persuade predict preview problem purpose research scan sensory skim strategies structure summarize</p> <p>Writing:</p> <p>issue letters opinion persuade point position publishing purpose recipient restate</p>	<p>Missouri Learning Standards</p>		<p>February Reading:</p> <p>How can I develop and apply skills in the reading process using text features? (2.R.1.A.a-e)</p> <p>How do I use conversational, school vocabulary, that is specific to each subject? (2.R.1.B.h) (2.SL.4.A.c)</p> <p>How can I show that I can edit and revise for correct language conventions? (2.W.1.C.b)</p> <p>How can I show that I can read and analyze text features to read, infer, and draw conclusions? (2.R.3.A.a-f)</p> <p>How can I show that I can have collaborative discussions independently or in a small group? (2.SL.3.A.b)</p> <p>How can I show that I can edit and revise for language conventions? (2.W.1.C.b)</p> <p>How can I show that I can develop vocabulary through reading informational text? (2.R.1.B.a-h)</p> <p>How can I show that I can read and infer to draw conclusions to demonstrate understanding of text structures? (2.R.3.C.a-e)</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	Reading Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
February	<p>2.RF.3.A.j (understanding of phonics in the reading process)</p> <p>Writing:</p> <p>2.W.1.B.a-d (first draft)</p> <p>2.W.1.C.a-b (reread, revise, edit drafts)</p> <p>2.W.1.D.a-b (publishing, keyboarding)</p> <p>2.W.2.A.a-e (opinion text)</p> <p>2.W.3.A.a-f (gather, analyze, evaluate information)</p> <p>2.R.1.B.a-f (prefixes, suffixes, antonyms, synonyms, knowledge of new words)</p> <p>2.SL.1.a-b (three-step instructions)</p> <p>2.SL.2.A.a (effective listening skills and strategies)</p> <p>2.SL.3.A.a-b (speak effectively, discussions confirm comprehension)</p> <p>2.SL.4.A.a-c (speak effectively, presentation)</p>	<p>revising</p> <p>salutation</p> <p>selecting</p> <p>self-regulation</p> <p>sequel</p> <p>signature line</p> <p>structure</p> <p>support</p> <p>supporting reasons</p> <p>tone</p> <p>various</p> <p>visuals</p> <p>writing process</p>	<p>Missouri Learning Standards</p>		<p>How can I show my understanding of phonics in the reading process? (2.RF.3.A.j)</p> <p>February Writing:</p> <p>Develop a first draft of the appropriate genre by sequencing ideas, writing coherent sentences, generating paragraphs with one main idea, and, having evidence of a beginning, middle, and end, and addressing an appropriate audience. (2.W.1.B.a,b,c,d)</p> <p>How do I reread, revise, and edit drafts, with assistance from adults and/or peers? (2.W.1.C.a-b)</p> <p>Demonstrate publishing and sharing my writing by using a variety of conventional and digital tools including keyboarding. (2.W.1.D.a-b)</p> <p>Show evidence of composing a well-developed opinion text. (2.W.2.a-e)</p> <p>Gather, analyze, evaluate, information to be used in the research process and writing an informational text. (2.W.3.A.a-f)</p> <p>Students will be able to understand vocabulary by using prefixes, suffixes, antonyms, synonyms to demonstrate knowledge of new words and using context clues, to determine new meaning. They will also distinguish the meaning of closely related verbs and adjectives (2.R.1.B.a-f)</p> <p>How do I use classroom listening rules to follow three-step instructions?</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	Reading Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
February	<p>2.L.1.A.b-d,f,g (apply standard English grammar, produce simple sentences)</p> <p>2.L.1.B.a,c,d,h (standard conventions of English, written form)</p> <p>2.RF.1.A.a (paragraphs)</p> <p>2.RF.3.A.g (contractions)</p> <p>2.RF.4.A.a (reading, fluency, purpose, comprehension.)</p> <p>Grammar:</p> <p>2.R.1.B.a 2.RF.3.A.a-j</p>		<p>Missouri Learning Standards</p>		<p>(2.SL.1.A.a-b)</p> <p>How can I show that I have developed and and can apply effective listening skills and strategies in formal and informal settings? (2.SL.2.A.a)</p> <p>How can I show that I can speak effectively in group discussions to confirm comprehension? (2.SL.3.A.a-b)</p> <p>How do I speak effectively during a presentation while explaining a topic using school vocabulary? (2.SL.4.A.a-c)</p> <p>How will I apply standard English grammar while using collective nouns, reflexive pronouns, adjectives, and adverbs? How will I produce simple telling, asking, and exclamatory sentences as well as ones that give advice or instruction? (2.L.1.A.b-d,f,g)</p> <p>I will apply the standard conventions of English correctly, in written form by writing legibly, using apostrophes in contractions, capitalizing days of the week, months, and holidays, and using nouns that change their spelling in plural form. (2.L.1.B.a,c,d,h)</p> <p>Understand how English is written and read by developing a print awareness of paragraphs. (2.RF.1.A.a)</p> <p>Show evidence of understanding how contractions are written. (2.RF.3.A.g)</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	Reading Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
February			Missouri Learning Standards		I will show evidence of reading an appropriate text with fluency, purpose , and for comprehension . (2.RF.4.A.a)
March	<p>Reading: 2.R.1.A.a-e (text features)</p> <p>2.R.1.B.a-h (use conversational, school vocabulary)</p> <p>2.SL.4.A.a-c (speak clearly, use school vocabulary)</p> <p>2.W.2.C.a-f (reread, revise, edit)</p> <p>2.W.3.A.a-f (gather, analyze, evaluate)</p> <p>2.W.1.C.b (edit for language conventions)</p> <p>2.SL.3.A.b (speak clearly, and use standard conventions of the</p>	<p>Reading: anthologies clues collection communicate compare contrast descriptive determine elements emotions examine explore features fragments illustrations images informative inspiration</p>	Missouri Learning Standards		<p>March Reading:</p> <p>How can I develop and apply skills in the reading process using text features? (2.R.1.A.a-e)</p> <p>How do I use conversational, school vocabulary, that is specific to each subject? (2.R.1.B.a-h)</p> <p>How do I speak effectively while using school vocabulary when presenting to the class? (2.SL.4.A.a-c)</p> <p>How can I show that I can reread, revise, and edit drafts with help from adults? (2.W.2.C.a-f)</p> <p>How can I show that I can gather, analyze, evaluate, and use informal from a variety of sources? (2.W.3.A.a-f)</p> <p>How can I show that I can edit for language</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	Reading Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
March	<p>language)</p> <p>2.R.2.B.a-b (rhyme, rhythm, onomatopoeia)</p> <p>2.R.2.A.f (comprehend, analyze, and evaluate fiction, poetry, and drama)</p> <p>2.R.1.A.b (develop and apply skills to the reading process)</p> <p>2.R.2.A.e-f (comprehend, analyze, and evaluate fiction, poetry, and drama)</p> <p>2.SL.3.A.b (speak clearly, and use standard conventions of the language)</p> <p>2.SL.4.A.b (using school vocabulary)</p> <p>2.RF.3.A.j (understanding of how English phonics is written and read)</p> <p>2.RF.4.A.a (fluency, context, self-correct, reread)</p> <p>Writing:</p> <p>2.W.1.B.a,b,c,d</p>	<p>instructions</p> <p>layouts</p> <p>lengths</p> <p>line breaks</p> <p>Writing:</p> <p>accurate</p> <p>acknowledgments</p> <p>action words</p> <p>additional</p> <p>all-about</p> <p>appealed</p> <p>apply</p> <p>attention</p> <p>author</p> <p>authority</p> <p>captions</p> <p>categories</p> <p>charts</p> <p>checklist</p> <p>clarity</p> <p>collecting</p> <p>colorful</p> <p>complement</p> <p>concluding section</p> <p>conclusion</p> <p>confused</p> <p>contained</p> <p>copyright page</p> <p>crafted</p> <p>curious</p> <p>dedication</p> <p>define/defining</p>	<p>Missouri Learning Standards</p>		<p>conventions with help from adults? (2.W.1.C.b)</p> <p>How do I show evidence that I can speak clearly, and use standard conventions of the language when presenting to a group? (2.SL.3.A.b)</p> <p>How can I show that I can describe how rhyme, rhythm, and onomatopoeia create imagery in poetry? (2.R.2.B.a-b)</p> <p>How can I show that I can comprehend, analyze, and evaluate fiction, poetry, and drama by comparing and contrasting point of view of characters and how stories are narrated? (2.R.2.A.f)</p> <p>How can I show that I have developed and can apply skills to the reading process by asking and responding to relevant questions about informational text? (2.R.1.A.b)</p> <p>How can I show that I can comprehend, analyze, and evaluate fiction, poetry, and drama by comparing and contrasting point of view of characters and how stories are narrated? (2.R.2.A.e-f)</p> <p>How do I show evidence that I can speak clearly, and use standard conventions of the language when presenting to a group? (2.SL.3.A.b)</p> <p>How do I speak effectively while using school vocabulary when presenting to the class? (2.SL.4.A.b)</p> <p>How can I show understanding of how English phonics is written and read?</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	Reading Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
March	<p>(first draft)</p> <p>2.W.1.C.a (reread, revise, and edit drafts)</p> <p>2.W.1.D.a-b (publishing, keyboarding)</p> <p>2.W.2.A.a-e (opinion text)</p> <p>2.W.2.B.a-e (informative, explanatory text)</p> <p>2.W.2.C.a-f (fiction and nonfiction narratives, poems)</p> <p>2.W.3.A.a-e (gather, evaluate, analyze, evaluate information)</p> <p>2.SL.1.A.a-b (three-step instructions)</p> <p>2.SL.2.A.a (effective listening skills and strategies)</p> <p>2.SL.3.A.a (speak effectively, discussion, confirm comprehension)</p> <p>2.SL.4.A.a-c (speak effectively, presentation)</p> <p>2.L.1.A.a,b,d,f,g (apply standard English)</p>	<p>definition</p> <p>describing</p> <p>details</p> <p>diagrams</p> <p>discover</p> <p>draft/drafting</p> <p>editing</p> <p>emotive words</p> <p>emphasize</p> <p>endnotes</p> <p>engage</p> <p>ensure</p> <p>entertain</p> <p>environment</p> <p>exactly</p> <p>examine</p> <p>excited</p> <p>exclamation point</p> <p>expand</p> <p>expert/expertise</p> <p>explaining</p> <p>explore</p> <p>extended</p> <p>fact(s)</p> <p>fascinate(d)</p> <p>figures</p> <p>first person</p> <p>focus</p> <p>gather</p> <p>generated</p> <p>generating ideas</p> <p>grammar</p> <p>graph</p>	<p>Missouri Learning Standards</p>		<p>(2.RF.3.A.j)</p> <p>March Writing:</p> <p>Develop a first draft of the appropriate genre by sequencing ideas, writing coherent sentences, generating paragraphs with one main idea, and, having evidence of a beginning, middle, and end, and addressing an appropriate audience. (2.W.1.B.a,b,c,d)</p> <p>How do I reread, revise, and edit drafts, with assistance from adults and/or peers? (2.W.1.C.a-b)</p> <p>Demonstrate publishing and sharing my writing by using a variety of conventional and digital tools including keyboarding. (2.W.1.D.a-b)</p> <p>Show evidence of composing a well-developed opinion text. (2.W.2.A.a-f)</p> <p>Show evidence of composing an informative or explanatory text with an introduced topic, complete sentences, facts, definitions, linking words, and a concluding statement. (2.W.2.B.a-e)</p> <p>Show evidence of writing fiction or nonfiction narratives and poems. (2.W.2.C.a-f)</p> <p>Gather, analyze, evaluate, information to be used in the research process. (2.W.3.A.a-e)</p> <p>How do I use classroom listening rules to follow three-step instructions? (2.SL.1.A.a-b)</p> <p>How can I show that I have developed and and can apply effective listening skills and strategies in formal and informal settings?</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	Reading Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
March	<p>grammar, produce simple sentences)</p> <p>2.L.1.B.c,d,h (standard conventions of English, written form)</p> <p>2.R.1.B.a-f,h (understand vocabulary, prefixes, suffixes, antonyms, synonyms, meaning of words)</p> <p>2.RF.1.A.a (paragraphs)</p> <p>Grammar:</p> <p>2.R.1.B.d (synonyms and antonyms)</p> <p>2.RF.3.A.a-j (phonics)</p>	<p>history</p> <p>honor</p> <p>how-to book</p> <p>how-to structure</p> <p>illustrate/illustration</p> <p>illustrator</p> <p>information</p> <p>informative voice</p> <p>informing</p> <p>inserts</p> <p>interact</p> <p>introduces</p> <p>introductions</p> <p>inviting</p>	<p>Missouri Learning Standards</p>		<p>(2.SL.2.A.a) How can I show that I can speak effectively in group discussions to confirm comprehension?</p> <p>(2.SL.3.A.a) How do I speak effectively during a presentation while explaining a topic using school vocabulary?</p> <p>(2.SL.4.A.a-c) How will I apply standard English grammar while using collective nouns, pronouns, reflexive pronouns, adjectives, and adverbs?</p> <p>How will I produce simple telling, asking, and exclamatory sentences as well as ones that give advice or instruction?</p> <p>(2.L.1.A.a,b,d,f,g) I will apply the standard conventions of English correctly, in written form by using apostrophes in contractions, capitalizing days of the week, months, and holidays, and using nouns that change their spelling in plural form.</p> <p>(2.L.1.B.c,d,h) Students will be able to understand vocabulary by using prefixes, suffixes, antonyms, synonyms to demonstrate knowledge of new words and using context clues to determine new meaning.</p> <p>(2.R.1.B.a-f,h) Understand how English is written and read by developing a print awareness of paragraphs.</p> <p>(2.RF.1.A.a) March Grammar: How can I show an understanding of vocabulary by correctly using synonyms and antonyms?</p> <p>2.R.1.B.d How can I show understanding of how English is written and read by correctly using multi-syllabic words, phonics, r-controlled vowels, contractions, and digraphs?</p> <p>(2.RF.3.A.a-j)</p>

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April	<p>Reading:</p> <p>2.R.1.A.a-e (text features)</p> <p>2.R.1.B.h</p> <p>2.R.2.B.a-b (rhyme, rhythm, onomatopoeia)</p> <p>2.SL.3.A.b (confirm comprehension)</p> <p>2.SL.4.A.b (tell story including B-M-E)</p> <p>2.SL.4.A.c (academic language in presenting)</p> <p>2.R.1.A.b-c (comprehension, relevant questions, seeking clarification with evidence from text)</p> <p>2.R.1.D.a-b (read appropriate level text, produce evidence of reading)</p> <p>2.W.1.C.b (edit for language)</p>	<p>Reading:</p> <p>message monitoring strategies mood observations organized paragraphs pausing personification punctuation marks rhyme rhythm signals stanzas techniques text placements theme verse visual visualized white space word choice</p> <p>Writing:</p> <p>italics journalist key facts labels list</p>	<p>Missouri Learning Standards</p>		<p>April Reading:</p> <p>How can I develop and apply skills in the reading process using text features to...? (2.R.1.A.a-e)</p> <p>How do I use conversational, school vocabulary, that is specific to each subject? (2.R.1.B.h)</p> <p>How can I show that I can describe how rhyme, rhythm, and onomatopoeia create imagery in poetry? (2.R.2.B.a-b)</p> <p>How can I show that I can speak effectively in small group and classroom discussion? (2.SL.3.A.b)</p> <p>How can I show that I can speak effectively when presenting individually or with a group? (2.SL.4.a,b)</p> <p>How can I develop and apply skills in the reading process using text features? (2.R.1.A.a-e)</p> <p>April Writing:</p> <p>How would I develop a draft that sequences the ideas into coherent sentences, generate paragraphs with one main idea, show evidence of beginning, middle, and end, and address an appropriate audience? (2.W.1.B.a,b,c,d)</p>

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April	<p>conventions)</p> <p>2.RF.3.A.j (decoding skills)</p> <p>2.RF.4.A.a (context, self-correct, reread)</p> <p>Writing:</p> <p>2.W.1.B.a,b,c,d (writing drafts, coherent sentences, main idea of a paragraph, B-M-E, appropriate audience)</p> <p>2.W.1.C.a (revise and edit to strengthen writing)</p> <p>2.W.1.D.a-b (produce and publish writing with digital tools; intro to keyboarding)</p> <p>2.W.2.A.a-e (opinion writing, intro to topic, state opinion, specific words, transition words, B-M-conclusion)</p> <p>2.W.2.B.a-e (informative writing, intro to topic, facts and definitions, specific and linking words, concluding)</p> <p>2.W.2.C.a-f (narrative writing, read,</p>	<p>maps</p> <p>memory</p> <p>narrative structure</p> <p>narrator</p> <p>nonfiction</p> <p>observation</p> <p>observational drawings</p> <p>observe</p> <p>opinion</p> <p>option</p> <p>order</p> <p>organizational structure</p> <p>organized</p> <p>outline</p> <p>passionate</p> <p>peek</p> <p>peer edit</p> <p>periods</p> <p>personality</p> <p>phrases</p> <p>point</p> <p>powerful</p> <p>primary research</p> <p>process</p> <p>proofread</p> <p>publication</p> <p>publishing</p> <p>punctuation marks</p> <p>purposefully</p> <p>question marks</p> <p>questionnaire</p> <p>readable</p> <p>reader-friendly</p>	<p>Missouri Learning Standards</p>		<p>How do I reread, revise, and edit drafts, with assistance from adults and/or peers? (2.W.1.C.a)</p> <p>Demonstrate publishing and sharing my writing by using a variety of conventional and digital tools including keyboarding. (2.W.a.D.a)</p> <p>Show evidence of composing a well-developed opinion text that includes: intro to topic, state opinion, specific words, transition words, B-M-conclusion). (2.W.2.A.a-e)</p> <p>Show evidence of writing an informative or explanatory text that introduces topic, uses complete sentences, uses facts and definitions to develop points, specific language for the topic and audience, uses linking words, and creates a concluding statement or paragraph. (2.W.2.B.a-e)</p> <p>How can I show that I can reread, revise, and edit drafts with help from adults? (2.W.2.C.a-f)</p> <p>How can I show that I can gather, analyze, evaluate, and use information from a variety of sources to write an informational text? (2.W.3.A.a-e)</p> <p>How do I show evidence of being able to listen with a purpose? (2.SL.1.A.a-b)</p> <p>How do I show evidence of being able to listen in a formal and informal setting? (2.SL.2.A.a)</p> <p>How can I show that I can confirm comprehension of read-alouds and</p>

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April	<p>revise, edit)</p> <p>2.W.3.A.a-e (research process, list topics/questions, gather evidence, record info, present and evaluate)</p> <p>2.SL.1.A.a-b (classroom listening rules, 3 step instructions)</p> <p>2.SL.2.A.a (active listening)</p> <p>2.SL.3.A.a (collaborative discussions, confirm comprehension, read-alouds, independent reading)</p> <p>2.SL.4.a-c (presentation of topics)</p> <p>2.L.1.A.a,b,d,f,g (nouns, pronouns, reflexive pronouns, sentence types, adjectives adverbs)</p> <p>2.L.1.B.c,d,h (apostrophes, capitalization, nouns that change in plural forms)</p> <p>2.R.1.B.a-h (prefixes, root words, using vocabulary to determine meanings of words in text)</p> <p>2.RF.1.A.a (paragraphs)</p>	<p>reflect</p> <p>reinforce</p> <p>research</p> <p>revising</p> <p>secondary research</p> <p>selecting</p> <p>self-reflection</p> <p>sense</p> <p>sequenced</p> <p>sequential</p> <p>similar</p> <p>sources</p> <p>specific</p> <p>step by step</p> <p>strategies</p> <p>structure</p> <p>subtopics</p> <p>suspense</p> <p>techniques</p> <p>text</p> <p>title</p> <p>topic(s)</p> <p>unique</p> <p>variety</p> <p>version</p> <p>visuals</p> <p>wonders</p> <p>“wow” idea</p> <p>writer’s voice</p> <p>writing possibilities</p> <p>writing process</p>	<p>Missouri Learning Standards</p>		<p>independent reading by retelling and asking appropriate questions? (2.SL.3.A.a)</p> <p>How do I speak effectively during a presentation while explaining a topic using school vocabulary? (2.SL.4.A.a-c)</p> <p>How will I show evidence of using nouns, pronouns, reflexive pronouns, adjectives, and adverbs while producing simple telling, asking, imperative, and exclamatory sentences in my writing? (2.L.1.A.a,b,d,f,g)</p> <p>How will I demonstrate that I can use apostrophes for contractions, and capitalize weeks, days, months, and holidays, and use proper spelling for nouns that change when plural? (2.L.1.B.c,d,h)</p> <p>Students will be able to understand vocabulary by using prefixes, suffixes, antonyms, synonyms to demonstrate knowledge of new words and using context clues to determine new meaning. (2.R.1.B.a-h)</p> <p>Understand how English is written and read by developing print awareness of paragraphs. (2.RF.1.A.a)</p> <p>April Grammar:</p> <p>How can I show an understanding of vocabulary by correctly using synonyms and antonyms? (2.R.1.B.d)</p> <p>How can I show how to correctly apply the writing process by editing for language</p>

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April	<p>Grammar:</p> <p>2.R.1.B.d (synonyms and antonyms)</p> <p>2.W.1.C.b (Edit for language conventions)</p> <p>2.RF.3.A.a-j (multi-syllabic words, phonics, r-controlled vowels, contractions, digraphs)</p>		Missouri Learning Standards		<p>conventions? (2.W.1.C.b)</p> <p>How can I show understanding of how English is written and read by correctly using multi-syllabic words, phonics, r-controlled vowels, contractions, and digraphs? (2.RF.3.A.a-j)</p>
May	<p>Reading:</p> <p>2.R.1.A.a-e (text features, predictions) (ask and respond) (understand information, support) (retell for central message) (make corrections)</p> <p>2.R.1.B.h (conversational, general, academic and domain specific words and phrases)</p> <p>2.R.2.C.a-b (character, setting, acts, scenes, dialogue)</p> <p>2.RF.3.A.j (decoding skills on new</p>		Missouri Learning Standards		<p>May Reading:</p> <p>Can I use text features to make and prove predictions, or explain why they are not proven?</p> <p>Can I ask and respond to important questions?</p> <p>Can I understand and use the information, facts, and details about stories and other texts to support the answers with evidence from the text?</p> <p>Can I retell a story, including the beginning, middle, and end to decide the lesson, moral, or central message of the story?</p> <p>Can I make corrections to my understanding of a story by monitoring my comprehension? (2.R.1.A.a-e)</p> <p>How do I use conversational, school vocabulary, that is specific to each subject? (2.R.1.B.h)</p>

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	Reading Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
May	<p>words)</p> <p>2.RF.4.A.a (fluency and purpose for comprehension)</p> <p>Writing:</p> <p>2.RF.1.A.a (paragraphs)</p> <p>Grammar:</p> <p>2.L.1.B.b (dialogue, quotation marks)</p> <p>2.RF.3.A.a-j (develop phonemic awareness)</p>		<p>Missouri Learning Standards</p>		<p>How do I show that I can read, infer, and draw conclusions to identify characters, setting, acts, and scenes in plays and identify elements of dialogue? (2.R.2.C.a-b)</p> <p>How can I show that I can use decoding skills on new words in text? (2.RF.3.A.j)</p> <p>How can I show that I can read texts with fluency and purpose for comprehension and use context for word recognition and understanding? 2.RF.4.A.a</p> <p>May Writing: I will develop print awareness by understanding sentences are organized into paragraphs to convey meaning. 2.RF.1.A.a</p> <p>May Grammar: I will develop sentences that use dialogue and quotation marks to engage the reader. (2.L.1.B.b)</p> <p>Can I develop phonics in the reading process by decoding multi-syllabic words, long and short vowels and regularly spelled words, diphthongs, digraphs, affixes, contractions, r-controlled vowels, high frequency words and new words in a text.</p>