Gasconade County R-2 School District 2017-18

2nd Grade ELA Curriculum

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August	Reading:	Reading:	Missouri Learning Standards	August
	2.R.1.A.a-e	accountable talk	_	Reading:
	(Reading process)	clarify		How can I show that I have developed and car
	(Reading proceed)	community		apply skills to the reading process ?
	2.R.2.A.b	complex text		(2.R.1.A.a-e)
	(describe main character)	determining importance		
	2.SL.1.A.a-b	draw conclusions		Can I describe the main characters in a fiction
	(follow 3 step instructions)	elements		text, that includes their traits, feelings, and
		evidence		goals?
	2.SL.3.A.b (speak effectively in a	fiction		(2.R.2.A.b)
	discussion)	genre		How do I use classroom listening rules to follo
		goal		three-step instructions?
	2.R.1.D.a-b	habit		(2.SL.1.A.a-b)
	(show proof of my reading)	habits of mind		How can I show that I can speak effectively i
	2.SL.4.A.c	identify		group discussions?
	(use school vocabulary)	infer		(2.SL.3.A.b)
		classify		
	2.R.1.B.c,h (developed an	oldoolly		How can I show proof of my independent reading?
	understanding of			(2.R.1.D.a-b)
	vocabulary: meaning of			
	single words to define			How do I speak effectively while using schoo
	compound words)	Writing:		vocabulary when presenting to the class? (2.SL.4.A.c)
	2.RF.3.A.j	audience		
	(understanding of how	author		How do I show that I have developed an
	English is written and read)	brainstorm		understanding of vocabulary?
	2.R.3.B.a-c	collect		(2.R.1.B.c,h)
	(literary techniques to read,			How can I show understanding of how
	infer, and draw conclusions)	concentrate		English is written and read by demonstrating
	2.RF.4.A.a	connect		decoding skills when reading new words?
	context, self-correct,	conventions		(2.RF.3.A.j)
	reread)	describe		How can I show use of literary techniques to
		detail		read, infer, and draw conclusions that expla
	Writing:	develop		why a text is fiction or non-fiction, ask and answer questions for clarity, and explain
	witting.	dialogue		

August	2.W.1.B.a (draft, prewriting step of the writing process)	draft edit/editing/editor	Missouri Learning Standards	examples of sensory details? (2.R.3.B.a-c)
	2.W.1.C.a-b (reread, revise, and edit with assistance)			August Writing:
	2.W.2.B.a-b (informational or explanatory text)			How do I develop a draft (first writing) from the prewriting step of the writing process ? (2.W.1.B.a)
	2.W.3.A.a-f (gather, analyze, evaluate)			How do I reread, revise, and edit drafts, with assistance from adults and/or peers? (2.W.1.C.a-b)
	2.SL.1.A.a-b (develop and apply listening skills)			How can I show that I can write an informational or explanatory text? (2.W.2.B.a-b)
	2.SL.2.A.a (formal and informal)			How can I show that I can gather , analyze , evaluate , and use informal from a variety of
	2.SL.3.A.a-b (speak effectively, presentation)			sources? (2.W.3.A.a-f) How do I show evidence of being able to listen
	2.SL.4.A.a-c (speak clearly, to the point, standard conventions of the			with a purpose? (2.SL.1.A.a-b)
	language) 2.L.1.B.a,c,d			How do I show evidence of being able to listen a formal and informal setting? (2.SL.2.A.a)
	(write legibly, use apostrophes for contractions, and capitalize)			How do I show evidence that I can speak clearly, to the point, and using the standard conventions of the language when presenting
	2.R.1.B.a-c,e,h (locating words in a dictionary or glossary)			to a group? (2.SL.3.a-b)
	2.RF.1.A.a			How do I speak effectively during a presentation ?

	(paragraphs)		(2.SL.4.A.a-c)
August	Grammar: 2.L.1.A.a,e-f,h (using nouns, pronouns, and regular verbs)	<u>Missouri Learning Standards</u>	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) How will I show that I can use prefixes, root
	2.L.1.B.c,d,h (use apostrophes for contractions, and capitalize, nouns, change, spelling)		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)
			August Grammar:
			How will I show evidence of using nouns , pronouns, and regular verbs , in my writing? (2.L.1.A.a,e-f,h)
			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)

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

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

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

2.R.1.A.a-e	Reading:	Missouri Learning Standards	October Beading:
2.R.1.A.a-e (Reading process)2.R.1.B.h (use conversational, school vocabulary)2.R.3.A.a 	Reading: routine schema self-select sequence share stamina temporal words text text features text structure topic visualize predict compare Writing: publish punctuation reflection revise/revisions selecting simile support support supporting details technique vivid writing process	Missouri Learning Standards	October 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 vocabulary, that is specific to each subject? (2.R.1.B.h)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)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)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)October Writing: How would I develop a draft that sequences th ideas into coherent sentences? (2.W.1.B.a)How do I reread, revise, and edit drafts, with assistance from adults and/or peers? (2.W.1.C.a-b)How can I show that I can gather, analyze, evaluate, and use information from a variety of sources?

	drafts)		(2.W.3.A.a-e)
October	2.W.3.A.a-e (reread, revise, and edit drafts)	Missouri Learning Standards	How do I show evidence of being able to listen with a purpose? (2.SL.1.A.a-b)
	2.SL.1.A.a-b (listen with a purpose)		How do I show evidence of being able to listen in a formal and informal setting? (2.SL.2.A.a)
	2.SL.2.A.a formal and informal		How do I show evidence that I can speak clearly , to the point , and using the standard conventions of the language when presenting
	2.SL.3.A.a-b (speak clearly, to the point, standard conventions of the		to a group? (2.SL.3.A.a-b)
	language)		How do I speak effectively during a presentation ?
	2.SL.4.A.a-c (speak effectively, presentation)		(2.SL.4.A.a-c) I will apply the standard conventions of
	2.L.1.B.a,c-e,h (standard conventions of language, apostrophes, capitalize, nouns that change spelling)		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)
	2.R.1.B.d (antonyms, synonyms)		How will I use antonyms and synonyms to construct meaning of vocabulary? (2.R.1.B.d)
	2.RF.1.A.a (paragraphs)		How will I confirm that I understand that sentences are organized into paragraphs to
	Grammar:		convey meaning? (2.RF.1.A.a)
	2.R.1.B.f (meaning among related verbs, adj.)		October Grammar:
	2.L.1.A.a-d		How can I distinguish the meaning of closely

	Science and Social Studies Big Ideas to use in ELA	Reading Links to New MLS	Key Vocabulary	Reading/Speaking and Listening/Writing	Month
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October	(collective, irregular nouns, pronouns(reflexive), verbs (regular)), 2.L.1.B.e (capitalize abbreviated titles of people)	Missouri Learning Standards	related verbs and adjectives? (2.R.1.B.f) How can I show that I can write using irregular/collective nouns, reflexive pronouns, and regular verbs? (2.L.1.A.a-d))
	2.RF.3.A.a-j (understand English, phonics skills)		How can I show that I can capitalize abbreviated titles of people in writing? (2.L.1.B.e)
			How will I show evidence that I understand how English is written and read by developing phonics skills ? (2.RF.3.A.a-j)

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

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Science and Social Studies Essential Questions

Big Ideas to use in ELA

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

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

November	words)		Missouri Learning Standards	How will I produce simple telling, asking, and exclamatory sentences as well as ones that
	2.RF.1.A.a (paragraphs)			give advice or instruction? (2.L.1.A.b-d,f,g)
	Grammar:			How do I apply the capitalization rules to use apostrophes for contractions and capitalize the
	2.R.1.B.e-g,h (locating words in a dictionary/ glossary, recognize word meaning, use school vocabulary)			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
	2.RF.3.A.a-j (understand English, phonics skills)			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)
				November Grammar:
				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)
				How will I show evidence that I understand how English is written and read by developing phonics skills ? (2.RF.3.A.a-j)
December	Reading:	Reading:	Missouri Learning Standards	December Reading:
	2.R.1.A.a-e (Reading process)	message mood moral		How can I show that I have developed and can apply skills to the reading process ?
	2.R.1.B.h	organized		(2.R.1.A.a-e)

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

December	2.L.1.B.a,c,d,h (standard conventions of English, write legibly, apostrophes, capitalize, plural nouns that change spelling)	Missouri Learning Standards	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)
	2.R.1.B.a-f,h (understand vocabulary, determine new meaning) 2.RF.1.A.a		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)
	(paragraphs) Grammar: 2.R.1.B.e,g,h		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 plura nouns that change their spelling in plural form.
	(locating words in a dictionary/ glossary, recognize word meaning, use school vocabulary) 2.RF.3.A.a-j		(2.L.1.B.a,c,d,h) Understand how English is written and read by developing print awareness of paragraphs . (2.RF.1.A.a)
	(understand English, phonics skills)		December Grammar:
			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
			How will I show evidence that I understand how English is written and read by developing phonics skills ? (2.RF.3.A.a-j)

January	Reading:	Reading:	Missouri Learning Standards	Reading:
January	2.R.1.A.a-e	activate	Missouri Learning Standards	How can I show that I have developed and can
	(Reading process)	cause		apply skills to the reading process ?
	(characteristics		(2.R.1.A.a-e)
	2.R.1.B.h	chronological		
	(develop an understanding	communicate		2.R.1.B.h
	of vocabulary using school vocabulary)	compare		(develop an understanding of vocabulary using school vocabulary)
	vooubulary	contrast		
	2.R.1.D.a,b	description		
	(show proof of my reading)	effect		Can I describe the main characters in a fiction
	2.L.1.A.a-h	examine		text, that includes their traits, feelings, and goals?
	(conventional grammar,	explore		(2.R.2.A.b)
	sentence types)	features		
		focus		How do I use classroom listening rules to follow
	2.SL.4.A.c (presentation)	genre		three-step instructions? (2.SL.1.A.a-b)
	(presentation)	•		(2.0L. I.A.a-b)
	2.W.1.C.b	graphic organizer		How can I show that I can speak effectively in
	(edit for language	identify		group discussions?
	conventions)	infer		(2.SL.3.A.b)
	2.R.3.A.a-f			How can I show proof of my independent
	(text features)	Writing:		reading?
		addressee		(2.R.1.D.a-b)
	2.SL.4.A.a (presenting)	audiences		How do I speak effectively while using school
	(presenting)	closing		vocabulary when presenting to the class?
	2.SL.3.A.b	collecting		(2.SL.4.A.c)
	(presenting)	communicate		
	2.W.1.C.b	compelling		How do I show that I have developed an understanding of vocabulary?
	(editing for conventions)	continuation		(2.R.1.B.c,h)
		convince		
	2.R.1.B.a-h	convincing		How can I show understanding of how
	(vocabulary)	correspondence		English is written and
	2.R.3.C.a-e	correspondents		How do I use conversational, school
	(text structures)	drafting		vocabulary , that is specific to each subject?
		editing		
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Nonth	Reading/Speaking and
	Listening/Writing

2.NCR0 Condition Gather, analyze, evaluate, information to be used in the research process. (Comparise, softing, squeence of events) generate ideas (2.W.3.A.a-f) 2.RF4.Aa greet humor (context, soft-correct, reread) information bumor (media, media messages, conventions, digital media) informative (2.R.1.B.a-f) Writing: 2.W.1.B.a-d informative Develop a first draft of the appropriate gene by sequencing ideas, writing coherent sentences, generating paragraphs with one main idea, and, having evidence of a beginning, middle, and end, and darderssing an appropriate audience. 2.W.1.C.a-b (grefer, analyze, evaluate, information) Develop a first draft of the appropriate gene by sequencing ideas, writing coherent sentences, generating paragraphs with one main idea, and, having evidence of a beginning, middle, and end, and addressing an apportate audience. 2.W.1.C.a-b (grefer, analyze, evaluate, information) Develop a first draft of the appropriate gene by sequencing ideas, writing coherent sentences, generating paragraphs with one main idea, and having evidence of a beginning, middle, and end, and addressing an apportate audience. 2.W.1.C.a-b (grefer, analyze, evaluate, information) Develop a first draft of the appropriate gene by sequencing ideas, writing coherent sentences, generating paragraphs and addressing an apportate audience. 2.W.1.C.a-b (greferes, suffixes, and edit drafts, writing, key	January	2.RF.3.A.j (phonics) 2.R.A.c-f	epistolary examples feature focus	Missouri Learning Standards	How can I show that I can use conventions in proper English language in speech and written form? (2.L.1.A.a-h)
2.RF.4.Aa (context, self-correct, reread) greet humor informal informal informal Students will be able to understand vocabulary by using prefixes, suffixes, antonyme, synonyms to demonstrate knowledge of new words and using context clues to determine new meaning. (2.R.1.B.a-f) (2.R.1.B.a-f) Writing: January Writing: 2.W.1.D.a-b (publishing, keyboarding) January Writing: 2.W.1.D.a-b (publishing, keyboarding) January Writing: 2.W.1.D.a-b (publishing, keyboarding) January Writing: 2.W.2.Aa-e (prived, ravise, and edit drafts) January Writing: 2.W.2.Aa-e (prived, ravise, and edit drafts) January Writing: 2.W.2.Aa-e (prived, ravise, and edit drafts) January Writing: 2.W.3.Aa-f (gather, analyze, evaluate, information) January Writing: 2.W.3.Aa-f (prefixes, suffixes, knowledge of new words) January Writing:		(compare, contrast, characters, setting,	formal format		used in the research process.
media, media messages, conventions, digital media) (2.R.1.B.a-f, h) Writing: January Writing: 2.W.1.B.a-d (develop first draft) Develop a first draft of the appropriate genre by sequencing ideas, writing coherent as intences, generating aragraphs with one main idea, and, having evidence of a beginning, middle, and end, and addressing an appropriate audience. (2.W.1.B.a-d) 2.W.1.C.a-b (reread, revise, and edit drafts) How do I reread, revise, and edit drafts, with assistance from adults and/or peers? (2.W.1.B.a-d) 2.W.2.A.a-e (opinion writing) Demonstrate publishing and sharing my writing by using a variety of conventional and digital tools including keyboarding, (2.W.1.D.a-b) 2.W.3.A.a-f (gather, analyze, evaluate, information) Now evidence of composing a well-developed opinion text. (2.W.1.D.a-b) 2.R.1.B.a-f (prefixes, suffixes, antonyms, synonyms, knowledge of new words) How do I use classroom listening rules to follow three-step instructions?		(context, self-correct, reread)	greet humor informal		by using prefixes , suffixes , antonyms , synonyms to demonstrate knowledge of new words and using context clues to determine new
Writing: 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) 2.W.1.C.a-b (reread, revise, and edit drafts) 2.W.1.D.a-b (2.W.1.D.a-b (publishing, keyboarding) How do I reread, revise, and edit drafts, with assistance from adults and/or peers? 2.W.2.A.a-e (opinion writing) 2.W.3.A.a-f Demonstrate publishing and sharing my writing by using a variety of conventional and digital tools including keyboarding. 2.W.3.A.a-f (gatther, analyze, evaluate, information) 2.R.1.B.a-f (prefixes, suffixes, antonyms, knowledge of new words)		(media, media messages,	informative		(2.R.1.B.a-f,h)
2.W.1.B.a-d (develop first draft) 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 (publishing, keyboarding) 2.W.1.D.a-b (publishing, keyboarding)		Writing:			
2.W.1.C.a-b (reread, revise, and edit drafts) end, and addressing an appropriate audience. (2.W.1.B.a-d) 4.W.1.D.a-b (publishing, keyboarding) How do I reread, revise, and edit drafts, with assistance from adults and/or peers? (2.W.1.C.a-b) 2.W.2.A.a-e (opinion writing) Demonstrate publishing and sharing my writing by using a variety of conventional and digital tools including keyboarding. (2.W.1.D.a-b) 2.W.3.A.a-f (gather, analyze, evaluate, information) Show evidence of composing a well-developed opinion text. (2.W.2.a-e) 2.R.1.B.a-f (prefixes, suffixes, antonyms, synonyms, knowledge of new words) How do I use classroom listening rules to follow three-step instructions? (2.SL.1.A.a-b)					sequencing ideas, writing coherent sentences, generating paragraphs with one main idea, and,
2.W.1.D.a-b (publishing, keyboarding) assistance from adults and/or peers? (2.W.1.C.a-b) 2.W.2.A.a-e (opinion writing) Demonstrate publishing and sharing my writing by using a variety of conventional and digital tools including keyboarding. (2.W.1.D.a-b) 2.W.3.A.a-f (gather, analyze, evaluate, information) Show evidence of composing a well-developed opinion text. (2.W.2.a-e) 2.R.1.B.a-f (prefixes, suffixes, antonyms, synonyms, knowledge of new words) How do I use classroom listening rules to follow three-step instructions? (2.SL.1.A.a-b)		(reread, revise, and edit			end, and addressing an appropriate audience. (2.W.1.B.a-d)
(opinion writing)by using a variety of conventional and digital tools including keyboarding. (2.W.1.D.a-b)2.W.3.A.a-f (gather, analyze, evaluate, information)(2.W.1.D.a-b)2.R.1.B.a-f (prefixes, suffixes, antonyms, synonyms, knowledge of new words)Show evidence of composing a well-developed opinion text. (2.W.2.a-e)Use classroom listening rules to follow three-step instructions? (2.SL.1.A.a-b)How do I use classroom listening rules to follow three-step instructions? (2.SL.1.A.a-b)					assistance from adults and/or peers?
(gather, analyze, evaluate, information) Show evidence of composing a well-developed opinion text. 2.R.1.B.a-f (2.W.2.a-e) (prefixes, suffixes, antonyms, synonyms, knowledge of new words) How do I use classroom listening rules to follow three-step instructions? (2.SL.1.A.a-b) (2.SL.1.A.a-b)		(opinion writing)			by using a variety of conventional and digital tools including keyboarding .
2.R.1.B.a-f (prefixes, suffixes, antonyms, synonyms, knowledge of new words) (2.W.2.a-e) How do I use classroom listening rules to follow three-step instructions? (2.SL.1.A.a-b)		(gather, analyze, evaluate,			Show evidence of composing a well-developed
antonyms, synonyms, knowledge of new words) How do I use classroom listening rules to follow three-step instructions? (2.SL.1.A.a-b)					
		antonyms, synonyms,			three-step instructions?
		2.SL.1.a-b			(2.3L. I.A.a-U)

January	(three-step instructions) 2.SL.2.A.a (effective listening skills	Missouri Learning Standards	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)
	and strategies) 2.SL.3.A.a-b (speak effectively, discussions confirm comprehension)		How can I show that I can speak effectively in group discussions to confirm comprehension ? (2.SL.3.A.a-b)
	2.SL.4.A.a-c (speak effectively, presentation)		How do I speak effectively during a presentation while explaining a topic using school vocabulary? (2.SL.4.A.a,c)
	2.L.1.A.b-d,f,g (apply standard English grammar, produce simple sentences)		How will I apply standard English grammar while using collective nouns, reflexive pronouns, adjectives, and adverbs? How will I produce simple telling, asking, and
	2.L.1.B.a,c,d,h (standard conventions of English, write legibly, apostrophes, capitalize,		exclamatory sentences as well as ones that give advice or instruction? (2.L.1.A.b-d,f,g) I will apply the standard conventions of
	2.RF.1.A.a		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
	(paragraphs) 2.RF.3.A.g (contractions)		plural nouns that change their spelling in plural form. (2.L.1.B.a,c,d,h)
	Grammar: 2.R.1.B.b 2.RF.3.A.f		Understand how English is written and read by developing a print awareness of paragraphs . (2.RF.1.A.a)
	2.L.1.B.c 2.RF.3.A.a-j		Show evidence of understanding how contractions are written. (2.RF.3.A.g

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

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February	2.RF.3.A.j (understanding of phonics in the reading process)	revising salutation selecting	Missouri Learning Standards	How can I show my understanding of phonics in the reading process? (2.RF.3.A.j)
	Writing:	self-regulation sequel		February Writing:
	2.W.1.B.a-d (first draft) 2.W.1.C.a-b (reread, revise, edit drafts) 2.W.1.D.a-b (publishing, keyboarding)	signature line structure support supporting reasons tone various visuals		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) How do I reread, revise, and edit drafts , with
	2.W.2.A.a-e (opinion text)	writing process		assistance from adults and/or peers? (2.W.1.C.a-b)
	2.W.3.A.a-f (gather, analyze, evaluate information) 2.R.1.B.a-f			Demonstrate publishing and sharing my writing by using a variety of conventional and digital tools including keyboarding . (2.W.1.D.a-b)
	(prefixes, suffixes, antonyms, synonyms, knowledge of new words)			Show evidence of composing a well-developed opinion text . (2.W.2.a-e)
	2.SL.1.a-b (three-step instructions) 2.SL.2.A.a			Gather, analyze, evaluate, information to be used in the research process and writing an informational text. (2.W.3.A.a-f)
	(effective listening skills and strategies)			Students will be able to understand vocabulary by using prefixes , suffixes , antonyms ,
	2.SL.3.A.a-b (speak effectively, discussions confirm comprehension)			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)
	2.SL.4.A.a-c (speak effectively, presentation)			How do I use classroom listening rules to follow three-step instructions?

		N	Missouri Learning Standards	(2.SL.1.A.a-b)
February	2.L.1.A.b-d,f,g (apply standard English grammar, produce simple sentences)			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)
	2.L.1.B.a,c,d,h (standard conventions of English, written form)			How can I show that I can speak effectively in group discussions to confirm comprehension ?
	2.RF.1.A.a (paragraphs)			(2.SL.3.A.a-b)
	2.RF.3.A.g (contractions)			How do I speak effectively during a presentation while explaining a topic using school vocabulary? (2.SL.4.A.a-c)
	2.RF.4.A.a (reading, fluency, purpose, comprehension.)			How will I apply standard English grammar while using collective nouns, reflexive pronouns, adjectives, and adverbs?
	Grammar: 2.R.1.B.a			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)
	2.RF.3.A.a-j			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)
				Understand how English is written and read by developing a print awareness of paragraphs . (2.RF.1.A.a)
				Show evidence of understanding how contractions are written. (2.RF.3.A.g

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

March	language)	instructions	Missouri Learning Standards	conventions with help from adults?	
IVIAI CIT			Missouri Learning Standards	(2.W.1.C.b)	
	2.R.2.B.a-b	layouts			
	(rhyme, rhythm,	lengths		How do I show evidence that I can speak	
	onomatopoeia)	line breaks		clearly, and use standard conventions language when presenting to a group?	of the
	2.R.2.A.f			(2.SL.3.A.b)	
	(comprehend, analyze, and	Writing:			
	evaluate fiction, poetry, and	accurate		How can I show that I can describe how	
	drama)	acknowledgments		rhyme, rhythm, and onomatopoeia crea	ate
	2.R.1.A.b	action words		imagery in poetry? (2.R.2.B.a-b)	
	(develop and apply skills to	additional		(2.11.2.0.0-0)	
	the reading process)	all-about		How can I show that I can comprehend ,	
		appealed		analyze, and evaluate fiction, poetry, a	
	2.R.2.A.e-f (comprehend, analyze, and	apply		drama by comparing and contrasting poin view of characters and how stories are na	
	evaluate fiction, poetry, and	attention		(2.R.2.A.f)	analeu?
	drama)	author			
		authority		How can I show that I have developed and	
	2.SL.3.A.b (speak clearly, and use	captions		apply skills to the reading process by a and responding to relevant questions abo	
	standard conventions of the	categories		informational text?	Jui
	language)	charts		(2.R.1.A.b)	
		checklist			
	2.SL.4.A.b	clarity		How can I show that I can comprehend ,	
	(using school vocabulary)	collecting		analyze, and evaluate fiction, poetry, a drama by comparing and contrasting poir	
	2.RF.3.A.j	colorful		view of characters and how stories are na	
	(understanding of how			(2.R.2.A.e-f)	
	English phonics is written	complement			
	and read)	concluding section		How do I show evidence that I can speak clearly, and use standard conventions	
	2.RF.4.A.a	conclusion		language when presenting to a group?	
	(fluency, context,	confused		(2.SL.3.A.b)	
	self-correct, reread)	contained			
		copyright page		How do I speak effectively while using so vocabulary when presenting to the class	
		crafted		(2.SL.4.A.b)) (
	Writing:	curious			
		dedication		How can I show understanding of how	
1	2.W.1.B.a, <mark>b</mark> ,c,d	define/defining		English phonics is written and read?	

March	(first draft)	definition <u>Missouri Learning Standards</u>	(2.RF.3.A.j)
	2.W.1.C.a	describing	
	(reread, revise, and edit	details	
	drafts)	diagrams	March Writing:
		discover	
	2.W.1.D.a-b	draft/drafting	Develop a first draf t of the appropriate genre by sequencing ideas, writing coherent sentences,
	(publishing, keyboarding)	editing	generating paragraphs with one main idea, and,
	2.W.2.A.a-e	emotive words	having evidence of a beginning, middle, and
	(opinion text)	emphasize	end, and addressing an appropriate audience.
		endnotes	(2.W.1.B.a,b,c,d)
	2.W.2.B.a-e (informative, explanatory	engage	How do I reread, revise, and edit drafts, with
	text)	ensure	assistance from adults and/or peers?
		entertain	(2.W.1.C.a-b)
	2.W.2.C.a-f (fiction and nonfiction	environment	Demonstrate multipling and charing musuriting
	narratives, poems)	exactly	Demonstrate publishing and sharing my writing by using a variety of conventional and digital
		examine	tools including keyboarding.
	2.W.3.A.a-e	excited	(2.W.1.D.a-b)
	(gather, evaluate, analyze, evaluate information)	exclamation point	Show evidence of composing a well-developed
	evaluate information)	expand	opinion text.
	2.SL.1.A.a-b		(2.W.2.Aa-f)
	(three-step instructions)	expert/expertise	Show evidence of composing an informative or
	2.SL.2.A.a	explaining	explanatory text with an introduced topic,
	2.5L.2.A.a (effective listening skills	explore	complete sentences, facts, definitions, linking words, and a concluding statement.
	and strategies)	extended	(2.W.2.B.a-e)
		fact(s)	Show evidence of writing fiction or nonfiction
	2.SL.3.A.a	fascinate(d)	narratives and poems.
	(speak effectively, discussion, confirm	figures	(2.W.2.C.a-f) Gather, analyze, evaluate, information to be
	comprehension)	first person	used in the research process.
		focus	(2.W.3.A.a-e)
	2.SL.4.A.a-c (speak effectively,	gather	How do I use classroom listening rules to follow
	presentation)	generated	three-step instructions? (2.SL.1.A.a-b)
	p. coontation,	generating ideas	How can I show that I have developed and and
	2.L.1.A.a,b,d,f,g	grammar	can apply effective listening skills and
	(apply standard English	graph	strategies in formal and informal settings?

March

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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grammar, produce simple sentences) 2.L.1.B.c,d,h (standard conventions of English, written form) 2.R.1.B.a-f,h (understand vocabulary, prefixes, suffixes, antonyms, synonyms, meaning of words) 2.RF.1.A.a (paragraphs) Grammar: 2.R.1.B.d (synonyms and antonyms) 2.RF.3.A.a-j (phonics)	history honor how-to book how-to structure illustrate/illustration illustrator information informative voice informing inserts interact introduces introductions inviting	Missouri Learning Standards		 (2.SL.2.A.a) How can I show that I can speak effectively in group discussions to confirm comprehension? (2.SL.3.A.a) How do I speak effectively during a presentation while explaining a topic using school vocabulary? (2.SL.4.A.a-c) How will I apply standard English grammar while using collective nouns, pronouns, 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.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. (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. (2.R.1.B.a-f,h) Understand how English is written and read by developing a print awareness of paragraphs. (2.RF.1.A.a) March Grammar:

How can I show an understanding of vocabulary by correctly using **synonyms and antonyms?**

How can I show understanding of how English is written and read by correctly using multi-syllabic words, **phonics**, r-controlled vowels,

2.R.1.B.d

(2.RF.3.A.a-j)

contractions, and digraphs?

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	5	Science and Social Studies Big Ideas to use in ELA	Essential Questions
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April	Reading:2.R.1.A.a-e (text features)2.R.1.B.h2.R.2.B.a-b (rhyme, rhythm, onomatopoeia)2.SL.3.A.b (confirm comprehension2.SL.4.A.b (tell story including B-M-E)2.SL.4.A.c (academic language in presenting)2.R.1.A.b-c (comprehension, relevant questions, seeking clarification with evidence from text)	Reading: 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	Missouri Learning Standards	April Reading: How can I develop and apply skills in the reading process using text features to? (2.R.1.A.a-e) How do I use conversational, school vocabulary, that is specific to each subject? (2.R.1.B.h) How can I show that I can describe how rhyme, rhythm, and onomatopoeia create imagery in poetry? (2.R.2.B.a-b) How can I show that I can speak effectively in small group and classroom discussion? (2.SL.3.A.b) How can I show that I can speak effectively when presenting individually or with a group? (2.S.L.4.a,b) How can I develop and apply skills in the reading process using text features? (2.R.1.A.a-e) April Writing:
	2.R.1.D.a-b (read appropriate level text, produce evidence of reading) 2.W.1.C.b (edit for language	Writing: italics journalist key facts labels list		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)

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

April	revise, edit)	reflect	Missouri Learning Standards	independent reading by retelling and asking appropriate questions?
	2.W.3.A.a-e	reinforce		(2.SL.3.A.a)
	(research process, list	research		(2.02.0.1.0)
	topics/questions, gather	revising		How do I speak effectively during a
	evidence, record info,	secondary research		presentation while explaining a topic using
	present and evaluate)	selecting		school vocabulary? (2.SL.4.A.a-c)
	2.SL.1.A.a-b	self-reflection		(2.3L.4.A.d-C)
	(classroom listening rules, 3	sense		How will I show evidence of using nouns,
	step instructions)	sequenced		pronouns, reflexive pronouns, adjectives,
	2.SL.2.A.a	sequential		and adverbs while producing simple telling, asking, imperative, and exclamatory
	(active listening)	similar		sentences in my writing?
	(sources		(2.L.1.A.a,b,d,f,g)
	2.SL.3.A.a	specific		
	(collaborative discussions, confirm comprehension,	step by step		How will I demonstrate that I can use
	read-alouds, independent	strategies		apostrophes for contractions, and capitalize weeks, days, months, and holidays, and use
	reading)	structure		proper spelling for nouns that change when
		subtopics		plural?
	2.SL.4.a-c (presentation of topics)	suspense		(2.L.1.B.c,d,h)
	(presentation of topics)	techniques		Students will be able to understand vocabulary
	2.L.1.A.a,b,d,f,g	text		by using prefixes, suffixes, antonyms,
	(nouns, pronouns, reflexive	title		synonyms to demonstrate knowledge of new
	pronouns, sentence types, adjectives adverbs)			words and using context clues to determine new meaning.
	adjectives adverbs)	topic(s)		(2.R.1.B.a-h)
	2.L.1.B.c,d,h	unique		
	(apostrophes, capitalization,	variety		Understand how English is written and read by
	nouns that change in plural forms)	version		developing print awareness of paragraphs . (2.RF.1.A.a)
	ionns)	visuals		(Z.RF. I.A.a)
	2.R.1.B.a-h	wonders		April Grammar:
	(prefixes, root words, using	"wow" idea		
	vocabulary to determine meanings of words in text)	writer's voice		How can I show an understanding of vocabulary by correctly using synonyms and antonyms ?
		writing possibilities		(2.R.1.B.d)
	2.RF.1.A.a	writing process		
	(paragraphs)			How can I show how to correctly apply the
				writing process by editing for language

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	0	Science and Social Studies Big Ideas to use in ELA	Essential Questions

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

Мау	words)	Missouri Learning Standards	
	2.RF.4.A.a (fluency and purpose for comprehension)		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)
	Writing:		
	2.RF.1.A.a (paragraphs)		How can I show that I can use decoding skills on new words in text? (2.RF.3.A.j)
	Grammar:		How can I show that I can read texts with
	2.L.1.B.b (dialogue, quotation marks)		fluency and purpose for comprehension and use context for word recognition and understanding? 2.RF.4.A.a
	2.RF.3.A.a-j (develop phonemic awareness)		May Writing: I will develop print awareness by understanding sentences are organized into paragraphs to convey meaning. 2.RF.1.A.a May Grammar:
			I will develop sentences that use dialogue and quotation marks to engage the reader. (2.L.1.B.b)
			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.