

ELA Quarter 2.2

English Language Arts			
<i>Essential Skill Component</i>	<i>Standard</i>	<i>Sub Component</i>	<i>Quarterly Focus</i>
Reading			Quarter 2 Reading Focus:
Foundational Skills			<p>***Continue Quarter 1 Reading Focuses but add in the following:</p> <p>Phonics: 2 syllable words with long vowels, prefixes and suffixes, and compound words. Grammar: Identifies adjectives and adverbs and understands how they relate and tell about a noun or verb. Vocabulary: Use prefixes, suffixes, root words to determine the meaning of unknown and compound words. Literacy: Students should begin to look at the different points of views of characters and be able to complete a Venn Diagram showing the comparisons and use different voices to show various character dialogue. Students will compare & contrast different versions of the same story from different cultures or authors. Informational: Students need to be able to identify the main idea of a multi-paragraph NF text as well as the main idea in each paragraph with guidance. Students should be able to sequence historical events and follow procedural steps in scientific investigations with guidance. Students should become familiar and use various text features such as captions, bold print, glossaries, sub-headings, indexes, diagrams, charts, and illustrations to help with the understanding of informational text.</p>
Determines the meanings of unknown words or phrases	RI.2.4, L.2.5	L.2.5.B	
Knows and applies phonics and word analysis skills in decoding	RF.2.3, L.2.4	RF.2.3.C, RF.2.3.D, L.2.4.B, L.2.4.C, L.2.4.D	
Reads with accuracy and fluency, to support comprehension	RF.2.4, RI.2.10, RL.2.10		
Identifies nouns, verbs, adjectives, and rhyming words	L.2.1	L.2.1.E	
Literature			
Asks and answers questions to demonstrate understanding of text	RL.2.1, RL.2.3, RL.2.10		
Determines the main idea of the text	RL.2.5, RL.2.7		
Acknowledges differences in the point of view of characters	RL.2.3, RL.2.6		
Compares and contrasts different versions of the same story	RL.2.9		
Informational Text			
Asks and answers questions using evidence from the text	RI.2.1, RI.2.10		
Identifies the main idea of a nonfiction text	RI.2.2, RI.2.3, RI.2.5, RI.2.6, RI.2.7		
Writing			Quarter 2 Writing Focus:
Text Types and Purposes			<p>***Continue Quarter 1 Writing Focuses but add the following:</p> <p>Students will write brief narrative stories from experiences that contain the following elements: beginning, middle, and ending, action details, descriptions of thoughts and feelings, and words that show order of events.</p>
Writes to communicate ideas and information effectively	W.2.3, W.2.8, L.2.1		
Writes narrative pieces with clear topic and supporting details	W.2.3, W.2.8		
Production and Distribution			<p>Language: Focus on frequently occurring irregular plural nouns such as children, feet, teeth, mice....etc. Students should know to put commas in the greeting and closing in letters.</p>
Focuses on a topic and adds details to strengthen writing	W.2.5		

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Develops writing by planning, revising, and editing	W.2.5	
Research to Build and Present Knowledge		
Language		
Demonstrates a command of conventions, grammar, and usage	L.2.1, L.2.2, L.2.3, L.2.4	L.2.1.B, L.2.2.B
Acquires and uses grade level appropriate vocabulary	L.2.4, L.2.5, L.2.6	L.2.4.B, L.2.4.C, L.2.4.D, L.2.5.B
Applies correct spelling of grade level words in written work	L.2.2	
Listening and Speaking		
Comprehension and Collaboration		
Effectively participates in discussion within a group	SL.2.1	SL.2.1.B, SL.2.1.C
Recounts or describes main ideas and details from text read aloud	SL.2.2, SL.2.3	
Presentation of Knowledge and Ideas		
Presents information with appropriate facts and relevant descriptive details	SL.2.2, SL.2.3, SL.2.4, SL.2.5	
Orally expresses complete thoughts, feelings and ideas clearly	SL.2.1, SL.2.4, SL.2.5, SL.2.6, L.2.6	SL.2.1.B, SL.2.1.C

Quarter 2 Listening & Speaking Focus:

***Continue with Quarter 1 Listening & Speaking Focuses and add the following:

Students will work in groups to create audio/visual recordings of stories or poems (see quarter one example). Students will be able to contribute and build upon group conversations by linking their comments to the remarks of others. When needed, students should be able to ask for clarification and further explanation during conversations.