



Teacher Learning Report: Grade 2 ELAR

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

2.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

2.3 Vocabulary. The student uses newly acquired vocabulary expressively

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Beginning Reading and Writing					
2.2 demonstrate and apply phonetic knowledge while reading and spelling	2.2(A) (i) producing a series of rhyming words				
	2.2(A) (ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words				
	2.2(A) (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed				
	2.2(A) (iv) manipulating phonemes within base words				
	2.2(B) (i) decoding words with short, long, or variant vowels, trigraphs, and blends				
	2.2(B) (ii) decoding words with silent letters such as knife and gnat				
	2.2(B) (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables				
	2.2(B) (iv) decoding compound words, contractions, and common abbreviations				
	2.2(B) (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV				
	2.2(B) (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est				
2.2(B) (vii) identifying and reading high-frequency words from a research-based list					

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Vocabulary					
2.3 use skills to support strategies for determining the meaning of	2.2(D) alphabetize a series of words and use a dictionary or glossary to find words				
	2.3(A)* use print or digital resources to determine meaning and pronunciation of unknown words				



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unknown words while reading	2.3(B)*	use context within and beyond a sentence to determine the meaning of unfamiliar words		Data included in "Tools to Know: Reading Process"		
	2.3(C)*	identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion				
	2.3(D)*	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context				

Shared Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

2.3 Vocabulary. The student uses newly acquired vocabulary expressively.

2.4 Fluency. The student reads grade-level text with fluency and comprehension.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts

2.6 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Tools to Know: Reading Process ®					
2.3 use skills to support strategies for determining the meaning of unknown words while reading	2.3(B)*	use context within and beyond a sentence to determine the meaning of unfamiliar words			
	2.4(A)	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text			
	2.6(A)	establish purpose for reading assigned and self-selected texts			
2.4 read grade-level text with fluency and comprehension; determine meaning of words	2.6(B)*	generate questions about text before, during, and after reading to deepen understanding and gain information			
	2.6(C)	make and correct or confirm predictions using text features, characteristics of genre, and structures			
	2.6(D)	create mental images to deepen understanding			
2.6 use the reading process to develop and deepen comprehension of increasingly complex texts	2.6(I)	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down			

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Tools to Know: Comprehension ®					
2.6 use the reading					



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process to develop and deepen comprehension of increasingly complex texts	2.6(E)	make connections to personal experiences, ideas in other texts, and society				
	2.6(F)*	make inferences and use evidence to support understanding				
	2.6(G)	evaluate details read to determine key ideas				
	2.6(H)	synthesize information to create new understanding				

Shared Reading (continued)

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

2.8 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

2.9 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

2.10 Author's purpose.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Ways to Show: Thinking about the Meaning					
2.8/2.9/2.10 comprehend the author's purpose and meaning in texts to include multiple genres; describe literary elements and structure	Genre Characteristics				
	2.9(A)	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales (<i>Fiction</i>)			
	2.9(B)*	explain visual patterns and structures in a variety of poems (<i>Poetry</i>)			
	2.9(C)	discuss elements of drama such as characters, dialogue, and setting (<i>Drama</i>)			
	2.9(D) (ii)*	[recognize characteristics and structures of informational text, including] features and graphics to locate and gain information (<i>Informational</i>)			
	2.9(E)	recognize characteristics of persuasive text (<i>Persuasive</i>)			
	2.9(F)	recognize characteristics of multimodal and digital texts (<i>Multimodal/Digital</i>)			
	Overall Meaning				
	2.8(A)*	discuss topics and determine theme using text evidence with adult assistance			
	2.9(D) (i)*	[recognize characteristics and structures of informational text, including] the central idea with supporting evidence with adult assistance			
	2.9(E) (i)	[recognize characteristics and structures of argumentative text by]			



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	stating what the author is trying to persuade the reader to think or do				
2.10(A)*	discuss the author's purpose for writing text				
Analysis for Deeper Meaning					
2.8(B)*	describe the main character's (characters') internal and external traits				
2.8(C)*	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently				
2.8(D)	describe the importance of the setting				
2.9(D) (iii)*	[recognize characteristics and structures of informational text, including] organizational patterns such as chronological order and cause and effect stated explicitly				
2.9(E) (ii)	[recognize characteristics and structures of argumentative text by] distinguishing facts from opinion				

Shared Reading (continued)

2.10 Author's purpose and craft. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Author's Craft: Thinking about the Writing					
2.10 identify, explain, and discuss the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking	Point of View				
	2.10(E) identify the use of first or third person in a text				
	Structure				
	2.10(B)* explain how the use of text structure contributes to the author's purpose				
	2.10(C)* explain the author's use of print and graphic features to achieve specific purposes				
	Language				
	2.10(D)* discuss the use of descriptive, literal, and figurative language				
2.10(F) identify and explain the use of repetition					



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Responding to Text (applied to Shared Reading)

2.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Ways to Show (Response Skills)					
2.7 respond to an increasingly challenging variety of sources that are read, heard, or viewed	2.7(A) describe personal connections to a variety of sources				
	2.7(B) write brief comments on literary or informational texts that demonstrate an understanding of the text				
	2.7(C)* use text evidence to support an appropriate response				
	2.7(D)* retell and paraphrase texts in ways that maintain meaning and logical order				
	2.7(E) interact with sources in meaningful ways such as illustrating or writing				
	2.7(F) respond using newly acquired vocabulary as appropriate				

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Writing

Composition	Unit	CHECKPOINT		
		1	2	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts				
2.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.				
2.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Tools to Know (Writing Process) ⑧			
2.11(B)	develop drafts into a focused piece of writing by: (i) organizing with structure (ii) developing an idea with specific and relevant details	Included in scoring rubric to determine score code	
2.11(C)	revise drafts by adding, deleting, or rearranging words, phrases, or sentences		
2.11(D)	edit drafts using standard English conventions		

Application		Unit	CHECKPOINT		
			1	2	3
2.12(A)	compose literary texts, including personal narratives and poetry				
2.12(B)	compose informational texts, including procedural texts and reports				
2.12(C)	compose correspondence such as thank you notes or letters				

Revision	Unit	CHECKPOINT		
		1	2	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts				
2.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.				
2.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Application	Tools to Know (Writing Process) ⑧	Unit	CHECKPOINT		
			1	2	3
2.12(A) compose literary texts , including personal narratives and poetry	2.11(B) (i) [develop drafts into a focused, structured, and coherent piece of writing by] organizing with structure				
2.12(B) compose informational texts , including procedural texts and reports	2.11(B) (ii) [develop drafts into a focused, structured, and coherent piece of writing by] developing an idea with specific and relevant details				
2.12(C) compose correspondence such as thank you notes or letters	2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences				

Editing	Unit	CHECKPOINT		
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Writing

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking		1		3
2.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.				
Composition: listening, speaking, reading, writing, and thinking using multiple texts				
2.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.				
2.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Application	Instructional Focus: Encoding (Writing)	Unit	CHECKPOINT		
			1	2	3
2.2 demonstrate and apply phonetic knowledge while reading and spelling	2.2(C) (i) [demonstrate and apply spelling knowledge by:] spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables				
	2.2(C) (ii) [demonstrate and apply spelling knowledge by:] spelling words with silent letters such as knife and gnat				
	2.2(C) (iii) [demonstrate and apply spelling knowledge by:] spelling compound words, contractions, and common abbreviations				
	2.2(C) (iv) [demonstrate and apply spelling knowledge by:] spelling multisyllabic words with multiple sound-spelling patterns				
	2.2(C) (v) [demonstrate and apply spelling knowledge by:] spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word				
	2.2(C) (vi) [demonstrate and apply spelling knowledge by:] spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est				

Application	Tools to Know (Writing Process) ®	Unit	CHECKPOINT		
			1	2	3
2.12(A) compose literary texts, including personal narratives and poetry	2.11(B) (i) [develop drafts ... by] organizing with structure		Data included in "Revision"		
	2.11(D) (i) [edit drafts using standard English conventions, including] complete sentences with subject-verb agreement				
	2.11(D) (ii) [edit drafts using standard English conventions, including] past, present, and future verb tense				
	2.11(D) (iii) [edit drafts using standard English conventions, including] singular, plural, common, and proper nouns				
2.12(B) compose informational texts, including procedural texts and reports	2.11(D) (iv) [edit drafts using standard English conventions, including] adjectives, including articles				
	2.11(D) (v) [edit drafts using standard English conventions, including] adverbs that convey time and adverbs that convey place				
	2.11(D) (vi) [edit drafts using standard English conventions, including] prepositions and prepositional phrases				
2.12(C) compose correspondence such as thank you notes or letters	2.11(D) (vii) [edit drafts using standard English conventions, including] pronouns, including subjective, objective, and possessive cases				
	2.11(D) (viii) [edit drafts using standard English conventions, including] coordinating conjunctions to form compound subjects and predicates				
	2.11(D) (ix) [edit drafts using standard English conventions, including] capitalization of months, days of the week, and the salutation and conclusion of a letter				
	2.11(D) (x) [edit drafts using standard English conventions, including] end punctuation, apostrophes in contractions, and commas with items in a series and in dates				
	2.11(D) (xi) [edit drafts using standard English conventions, including] correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words				

Handwriting

- [Hold a pencil correctly](#)
- Form all uppercase and lowercase letters legibly in manuscript, with no rotations or reversals.
 - a. Consistently maintain proper proportion of ascenders, descenders, and letter parts.
 - b. Self-assess manuscript legibility against models
 - c. Print sentences that begin with uppercase letters and that include end and internal punctuation.
- Use grade-level appropriate paper to produce printed letters, words, and sentences with proper proportion, size, and spacing.
 - a. Print manuscript letters with proper spacing relative to top, bottom, and midlines.
 - b. Print words and sentences using correct spacing between letters, words, and sentences.
 - c. Print paragraphs using correct indentation and appropriate margins.
- Understand that cursive writing is different from manuscript.
 - a. Begin to understand the difference between manuscript and cursive writing by matching manuscript letters to their cursive counterparts and identifying where joinings occur

Social Studies Connections

Integrating Social Studies with Reading and Writing

Holidays: Informational Text Connections

- 2.1(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving
- 2.11(D) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom

Historical Figures: Informational Text Connections

- 2.2(B) describe how people and events have influenced local community history
- 2.2(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation
- 2.10(B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth

Culture: Personal Narrative Writing Connections

- 2.12(A) identify the significance of various ethnic and/or cultural celebrations
- 2.12(B) compare ethnic and/or cultural celebrations

Research Project

- Spring: Complete the research project through independent research and an independent writing product.
- Students will identify a question on a given topic from Social Studies. Questions can be different for each student.
 - Students will gather research to answer their research question using print, digital and primary sources
 - Students will synthesize the information and formulate 2 paragraphs (3-5 sentences each) to share the information.

Religion Connections

Integrating Catholic Identity with Reading and Writing

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Writing

Virtues in Practice

Journal entries relating to saints of the month.

Writing prompts in relation to the virtues for the month.

Oral language skills through presentations and discussion.

Synthesizing information as students make connections to their daily life, other characters they meet in literature, and members of their school/parish community.

Research Project

Fall: Complete the research project through shared research and an independent writing product.

-Students and teacher will identify a question on a given topic from the religion standards.

example: Identify types of angels and their roles

example: Why do Catholics receive their First Holy Communion in Second Grade?

-Students will work collaboratively to gather research to answer their research question or address the topic using print, digital and primary sources

-Students will synthesize the information and formulate 2 paragraphs (3-5 sentences each) to share the information

Oral Language

Retell in simple terms the story of the Last Supper and connect to the sacrament of the Eucharist.