

READING - 2nd

School	Teacher	Email	Course#	Grade Level
Lettie Brown Elementary School	VanDerVoorn, Lauri	Lauri.VanDerVoorn@morton709.org	LA1200	2

Show Icon

August 2015

Content	Skills	Assessment	Resources
A. Comprehension	<p>A1: Identify and Compare characters in a story (Knowledge, Reasoning)</p> <p>A2: Recognize and Interpret Cause and Effect (Knowledge, Reasoning)</p> <p>A3: Recall events in sequential order (Knowledge)</p>	<p>Lesson 1 Assessment</p> <p>Words Their Spelling Inventory</p>	<p>StoryTown (Harcourt School Publishers)</p> <p>"Arthur's Reading Race"</p> <p>Smart Board</p> <p>Brain Pop Jr.- Character, Short Vowels</p> <p>Words Their Way</p> <p>Teacher Manual</p> <p>Student Workbook</p> <p>Leveled Readers</p>
B. Phonics	<p>B1: Review short vowels a, i (Knowledge)</p> <p>B2: Review CVC pattern in longer words (Knowledge)</p>		
C. Vocabulary	<p>B3: Begin Words Their Way</p> <p>C1: Identify high frequency words (Knowledge)</p> <p>C2: Demonstrate understanding of unfamiliar words (Application)</p>		

September 2015

Content	Skills	Assessment	Resources
A. Comprehension	<p>A1: Identify and Compare characters in a story (Knowledge, Reasoning)</p> <p>A2: Identify main idea and supporting details (Knowledge)</p> <p>A3: Distinguish main idea and supporting details in informational text (Reasoning)</p> <p>A4: Identify forms and purposes of genres (Knowledge)</p>	<p>Lesson 2 Assessment</p> <p>Lesson 3 Assessment</p> <p>Lesson 4 Assessment</p>	<p>StoryTown (Harcourt School Publishers)</p> <p>"Frog and Toad All Year"</p> <p>"Henry and Mudge"</p> <p>"Dogs"</p> <p>"Neighborhood News"</p> <p>Smart Board</p> <p>Brain Pop Jr.- Character, Types of Sentences, Main Idea, Cynthia Rylant</p> <p>Words Their Way</p> <p>Teacher Manual</p> <p>Student Workbook</p> <p>Leveled Readers</p>
B. Phonics	<p>B1: Review short vowels e, o, u (Knowledge)</p> <p>B2: Identify inflections -s and -es (Knowledge)</p> <p>B3: Review long vowels a, i, o, u (Knowledge)</p> <p>B4: Identify adjacent long vowels ee, ea (Knowledge)</p> <p>B5: Distinguish between spelling units and patterns using words their way</p>		
C. Vocabulary	<p>C1: Identify high frequency words (Knowledge)</p> <p>C2: Demonstrate understanding of unfamiliar words (Application)</p>		

October 2015

Content	Skills	Assessment	Resources
A. Comprehension	<p>A1: Use clues to make and justify predictions before, after, and during reading (Application)</p> <p>A2: Interpret unfamiliar words using context clues and prior knowledge (Reasoning)</p> <p>A3: Relate character, setting, and plot to real-life situations (Knowledge)</p> <p>A4: Demonstrate understanding of unfamiliar words using context clues and prior knowledge (Application)</p>	<p>Lesson 7 Assessment</p> <p>Lesson 8 Assessment</p> <p>Lesson 9 Assessment</p>	<p>Storytown (Harcourt School Publishers)</p> <p>"Gus and Grandpa and the Two-Wheeled Bike"</p> <p>"The Great Ball Game"</p> <p>"Click, Clack, Moo: Cows that Type"</p> <p>Smart Board</p> <p>Brain Pop Jr.- Make Predictions, Long A, Plot, Nouns</p> <p>United Streaming- R-Controlled Vowel Video</p> <p>YouTube- Bossy R- Sesame Street</p> <p>Words Their Way</p> <p>Teacher Manual</p> <p>Student Workbook</p> <p>Leveled Readers</p>
B. Phonics	<p>B1: Apply word analysis skills to recognize new words with the long vowel pattern (Application)</p> <p>B2: Show understanding of compound words</p>		



C. Vocabulary	(Application) B3: Identify r-controlled vowel "ar" (Knowledge) B4: Identify syllable pattern with c-le (Knowledge) B5: Identify long vowel oa, ow (Knowledge) B6: Distinguish between spelling rules and patterns using Words Their Way C1: Identify high frequency words (Knowledge) C2: Demonstrate understanding of unfamiliar words (Application)	
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November 2015


















Content	Skills	Assessment	Resources
A. Comprehension	A1: Review making and justifying predictions before, after, and during reading (Application) A2: Review unfamiliar words using context clues and prior knowledge (Application) A3: Review the relationship of character, setting, and plot to real-life situations (Knowledge) A4: Identify the author's purpose and the main idea (Knowledge) A6: Formulate questions to define ideas through oral discussion of determined topic (Reasoning) B1: Review long vowel ai, ay, oz, ow and the r-controlled vowel ar (Knowledge) B2: Apply word analysis skills to words with digraphs ch, tch, sh, and th (Application) B3: Demonstrate the ability to apply the syllabication rules of VCCV pattern (Application) B4: Apply word analysis skills to long vowel ey, y and inflections -ed, -es (y to an i) (Application) B5: Distinguish between spelling rules and patterns using Words Their Way C1: Review high frequency words (Knowledge) C2: Demonstrate understanding of unfamiliar words (Application)	Lesson 10 Assessment Lesson 11 Assessment Lesson 12 Assessment	Storytown (Harcourt School Publishers) "A Trip to the Fire Station" "Jamaica Louise James" "At Play: Long Ago and Today" SMARTBoard Resources Brain Pop Jr.- Nonfiction, Short Story, Possessive Nouns, th, sh and wh, ch Words Their Way Teacher Manual Student Workbook Leveled Readers
B. Phonics			
C. Vocabulary			

December 2015












Content	Skills	Assessment	Resources
A. Comprehension	A1: Classify literary works as fiction or nonfiction (Reasoning) A2: Practice checking and clarifying for understanding (e.g., reread, read ahead, use visual and context clues, ask question, retell, use meaningful substitutions) (Application) B1: Apply word analysis skills to words with soft c and g (Application) B2: Apply word analysis skills to words with inflections -ed, -ing (double final consonant) (Application) B3: Identify r-controlled vowels ur, ir, er, ear (Knowledge) B3: Identify syllable pattern VCCV (Knowledge) B4: Distinguish between spelling rules and	Lesson 13 Assessment Lesson 14 Assessment	Storytown (Harcourt School Publishers) "Big Bushy Mustache" "Rain Forest Babies" Smart Board Brain Pop Jr.- Nonfiction, Rainforests, Plural Nouns Words Their Way Teacher Manual Student Workbook Leveled Readers
B. Phonics			

C. Vocabulary	<p>patterns using Words Their Way</p> <p>C1: Identify high frequency words (Knowledge) </p> <p>C2: Demonstrate understanding of unfamiliar words (Application) </p>		
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January 2016

Content 	Skills 	Assessment 	Resources 
A. Comprehension	<p>A1: Classify literary works as fiction or nonfiction (Reasoning) </p> <p>A2: Practice checking and clarifying for understanding (e.g., reread, read ahead, use visual and context clues, ask question, retell, use meaningful substitutions) (Application) </p> <p>A3: Identify the author's purpose and the main idea (Knowledge) </p> <p>A4: Formulate questions to define ideas through oral discussion of determined topic (Reasoning) </p> <p>A5: Identify the literary elements of theme, setting, plot, and character within literary works (Knowledge) </p>	<p>Lesson 15 Assessment Lesson 16 Assessment</p> <p>Words Their Way Spelling Inventory</p>	<p>Storytown (Harcourt School Publishers) "A Birthday Mystery" "Mr. Putter and Tabby Write the Book"</p> <p>Smart Board</p> <p>Brain Pop Jr.- Short Vowels, How-To Writing, Writing a Paragraph,</p> <p><u>Words Their Way</u></p> <p>Teacher Manual Student Workbook Leveled Readers</p>
B. Phonics	<p>B1: Apply word analysis skills to words with digraphs ch, tch, sh, and th (Application) </p> <p>B2: Apply word analysis skills to long vowel ey, y (Application) </p> <p>B3: Apply word analysis skills to words with soft c and g (Application) </p> <p>B4: Identify r-controlled vowels ur, ir, er, ear (Knowledge) </p> <p>B5: Apply word analysis skills to words with digraphs kn, wr, gh, ph (knowledge) </p> <p>B6: Apply word analysis skills to words with suffixes -ly and -ness (Application) </p>		
C. Vocabulary	<p>B7: Distinguish between spelling rules and patterns using Words Their Way</p> <p>C1: Identify high frequency words (Knowledge) </p> <p>C2: Demonstrate understanding of unfamiliar words (Application) </p>		

February 2016

Content 	Skills 	Assessment 	Resources 
A. Comprehension	<p>A1: Identify the literary elements of theme, setting, plot, and character within literary works (Knowledge) </p> <p>A2: Practice checking and clarifying for understanding (e.g., reread, read ahead, use visual and context clues, ask question, retell, use meaningful substitutions) (Application) </p> <p>A3: Locate information using a variety of resources (Knowledge) </p> <p>A4: Use aids (e.g. KWL, webs, graphic organizers, technology) to locate and present information (Application) </p> <p>A5: Use information to form questions and verify predictions (Application) </p>	<p>Lesson 17 Assessment Lesson 18 Assessment Lesson 19 Assessment Lesson 20 Assessment</p>	<p>Storytown (Harcourt School Publishers) "Annie's Gift" "Ah, Music!" "The Life of George Washington Carver" "What's My Job"</p> <p>Smart Board</p> <p>Brain Pop Jr.- Poems, Senses, Writing with the Senses, Musical Instruments, Woodwind Instruments, Pitch, Tone and Beat, Sound, Percussion Instruments, George Washington Carver, Community Helpers</p> <p><u>Words Their Way</u></p> <p>Teacher Manual Student Workbook Leveled Readers</p>
B. Phonics	<p>B1: Apply word analysis skills to words with short vowel ea (Application) </p> <p>B2: Apply word analysis skills to words with the syllable pattern V/CV and VC/V (Application) </p>		

<p>C. Vocabulary</p>	<p>B3: Apply word analysis skills to vowel diphthongs oi, oy (Application) </p> <p>B3: Apply word analysis skills to words with suffixes -ful, -less (Application) </p> <p>B4: Apply word analysis skills to words with r-controlled vowel ir (ear, eer) (Application) </p> <p>B5: Distinguish between spelling rules and patterns using Words Their Way</p> <p>C1: Identify high frequency words (Knowledge) </p> <p>C2: Demonstrate understanding of unfamiliar words (Application) </p>		
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March 2016

Content	Skills	Assessment	Resources
<p>A. Comprehension</p> <p>B. Phonics</p> <p>C. Vocabulary</p>	<p>A1: Identify the literary elements of theme, setting, plot, and character within literary works (Knowledge) </p> <p>A2: Describe and compare characters, setting, and/or events in stories or pictures (Knowledge/Reasoning) </p> <p>A3: Interpret text information gathered from diagrams, graphs, or maps before, during, and after reading (Reasoning) </p> <p>A4: Use synonyms to define words (Application) </p> <p>A5: Summarize content of reading material using text organization (e.g. story, sequence) (Reasoning) </p> <p>B1: Apply word analysis skills to words with vowel diphthong ou, ow (Application) </p> <p>B2: Apply word analysis skills to r-controlled vowel or, ore, our (Application) </p> <p>B4: Apply word analysis skills to words with the syllable patterns V/CV and VC/V (Application) </p> <p>B5: Apply word analysis skills to words with vowel variant (spelled ew, ue, ui, ou) (Application) </p> <p>B6: Define the meaning of an unknown word using the prefixes mis-, re-, un- (Knowledge) </p> <p>B7: Distinguish between spelling rules and patterns using Words Their Way</p> <p>C1: Identify high frequency words (Knowledge) </p> <p>C2: Demonstrate understanding of unfamiliar words (Application) </p>	<p>Lesson 21 Assessment Lesson 22 Assessment Lesson 23 Assessment</p>	<p>Storytown (Harcourt School Publishers) "A Chair for My Mother" "Serious Farm" "The Bee"</p> <p>Smart Board</p> <p>Brain Pop Jr.- Saving and Spending, Plot, Sequence, Insects, Tenses, Subject-Verb Agreement, Synonyms and Antonyms, Book Reports (Summarize)</p> <p><u>Words Their Way</u></p> <p>Teacher Manual Student Workbook Leveled Readers</p>

April 2016

Content	Skills	Assessment	Resources
<p>A. Comprehension</p>	<p>A1: Interpret text information gathered from diagrams, graphs, or maps before, during, and after reading (Reasoning) </p> <p>A2: Use synonyms and antonyms to define words (Application) </p> <p>A3: Summarize content of reading material using text organization (e.g. story, sequence) (Reasoning) </p> <p>A4: Identify the literary elements of theme, setting, plot, and character within literary works (Knowledge) </p> <p>A5: Describe and compare characters, setting, and/or events in stories or pictures (Knowledge/Reasoning) </p> <p>A6: Use information in text or illustration to generate questions about the cause of a specific effect (Application) </p>	<p>Lesson 24 Assessment Lesson 25 Assessment Lesson 26 Assessment Lesson 27 Assessment</p>	<p>Storytown (Harcourt School Publishers) "Watching in the Wild" "Town Hall" "Where on Earth is My Bagel?" "My Name is Gabriela"</p> <p>Smart Board</p> <p>Brain Pop- Jane Goodall</p> <p>Brain Pop Jr.- Extinct and Endangered Species, Synonyms and Antonyms, Cause and Effect, Prefixes</p> <p><u>Words Their Way</u></p> <p>Teacher Manual Student Workbook Leveled Readers</p>

<p>B. Phonics</p> <p>C. Vocabulary</p>	<p>B1: Apply word analysis skills to r-controlled vowel words air, are (Application)</p> <p>B2: Use contractions and identify the words from which the contractions come from (Application)</p> <p>B3: Apply word analysis skills to words with vowel diphthong ou, ow (Application)</p> <p>B4: Apply word analysis skills to r-controlled vowel or, ore, our (Application)</p> <p>B5: Apply word analysis skills to words with vowel variant (spelled ew, ue, ui, ou, oo, aw, au)(Application)</p> <p>B6: Define the meaning of an unknown word using the prefixes dis-, over-, and pre-(Knowledge)</p> <p>B7: Formulate plural ending -es (Reasoning)</p> <p>B8: Distinguish between spelling rules and patterns using Words Their Way</p> <p>C1: Identify high frequency words (Knowledge)</p> <p>C2: Demonstrate understanding of unfamiliar words (Application)</p>		
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May 2016

Content	Skills	Assessment	Resources
<p>A. Comprehension</p> <p>B. Phonics</p> <p>C. Vocabulary</p>	<p>A1: Interpet purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge (Reasoning)</p> <p>A2: Practice checking and clarifying for understanding (e.g., reread, read ahead, use visual and context clues, ask question, retell, use meaningful substitutions) (Application)</p> <p>B1: Apply word analysis skills to words with vowel variant a(l), ough (Application)</p> <p>B2: Apply word analysis skills to words with the suffix -tion(Application)</p> <p>B3: Apply word analysis skills to words with long vowel a (spelled ea, eigh, and ey) (Application)</p> <p>B4: Apply word analysis skills to words with inflections -er, -est (Application)</p> <p>B5: Distinguish between spelling rules and patterns using Words Their Way</p> <p>C1: Identify high frequency words (Knowledge)</p> <p>C2: Demonstrate understanding of unfamiliar words (Application)</p> <p>C3: Differentiate between words with multiple meanings and choose the appropriate meaning by using context clues (Reasoning)</p>	<p>Lesson 28 Assessment Lesson 29 Assessment Words Their Way Spelling Inventory</p>	<p>Storytown (Harcourt School Publishers) "Let's Go Rock Collecting" "The Lizard and the Sun" "Cross- Country Vacation"</p> <p>Smart Board</p> <p>Brain Pop Jr.- Rocks and Minerals, Soil,Slow Land Changes, Fast Land Changes, Contractions, Verbs, Subject and Verb Agreement, Make Inferences, Biography, Summer, Commas and adjectives with lists</p> <p>Words Their Way</p> <p>Teacher Manual Student Workbook Leveled Readers</p>