



## GRADE TWO ELA MARKING PERIOD 3

Key Terms for Students		Genres	Key to Essential Components of Reading:
Imaginative Text Informational Text Descriptive Language	Rhythm Rhyme Author's Purpose	Personal Voice Repetition	<b>PA</b> Phonemic Awareness <b>P</b> Phonics <b>V</b> Vocabulary Development <b>F</b> Fluency <b>C</b> Comprehension Strategies
	PERFORMANCE INDICATORS	RESOURCES	ASSESSMENTS
<b>READING</b>			
<b>Strategic Actions</b> <b>Thinking Within Text</b> <i>Searching for and Using Information</i>	<ul style="list-style-type: none"> <li>(C) Identify book parts and their purposes including identification of author, illustrator, title page, table of contents, index, and chapter headings.</li> </ul>	HQ3 Continuum Lit. & Informational	Oral Response to Text Observational Checklist
	<ul style="list-style-type: none"> <li>(C) Ask questions when listening to or reading texts.</li> </ul>	HQ3 Continuum Lit. & Informational	Oral Response to Text PALS – Speaking Rubric
	<ul style="list-style-type: none"> <li>(C) Show familiarity with the title and author of grade-level books.</li> </ul>	HQ3 Continuum Lit. & Informational	Oral Response to Text Observational Checklist
<i>Summarizing</i>	<ul style="list-style-type: none"> <li>(C) Summarize main ideas and supporting details from imaginative or informational text, both orally and in writing.</li> </ul>	HQ3 Continuum Lit. & Informational	Reading Response Journal Oral Response to Text Graphic Organizers Independent Reading Conferencing Notes Web
<i>Maintaining Fluency</i>	<ul style="list-style-type: none"> <li>(F) Sight-read automatically grade-level, common, high-frequency words.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – High Frequency Words



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	<ul style="list-style-type: none"> <li>• <b>(F)</b> Sight-read automatically grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 2: 82 wpm).</li> </ul>	HQ3 Continuum Lit. & Informational	Benchmark Assessment System Guided Reading Notes Running Records
	<ul style="list-style-type: none"> <li>• <b>(F)</b> Read independently silently.</li> </ul>	HQ3 Continuum Lit. & Informational	Independent Reading Conferring Notes
<i>Solving Words</i>	<ul style="list-style-type: none"> <li>• <b>(P,F)</b> Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, multi-syllabic grade-level words.</li> </ul>	HQ3 Continuum Lit. & Informational Handbook (Word Study)	Guided Reading Notes Benchmark Assessment System Running Records
	<ul style="list-style-type: none"> <li>• <b>(P)</b> Identify and produce all letter-sound correspondences, including consonant blends/digraphs and vowel digraphs/diphthongs.</li> </ul>	HQ3 Continuum Lit. & Informational Handbook (Word Study)	Guided Reading Notes Benchmark Assessment System Running Records
	<ul style="list-style-type: none"> <li>• <b>(PA)</b> Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds).</li> </ul>	HQ3 Continuum Lit. & Informational Handbook (Word Study)	Guided Reading Notes Benchmark Assessment System Running Records
	<ul style="list-style-type: none"> <li>• <b>(C)</b> Connect words and ideas in books to spoken language vocabulary and background knowledge.</li> </ul>	HQ3 Continuum Lit. & Informational	Guided Reading Notes Benchmark Assessment System
	<ul style="list-style-type: none"> <li>• <b>(V)</b> Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources.</li> </ul>	HQ3 Continuum Lit. & Informational	Guided Reading Notes Benchmark Assessment System Note-Taking from Various Text
<i>Monitoring &amp; Correcting</i>	<ul style="list-style-type: none"> <li>• <b>(C)</b> Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, self-correct) to clarify meaning of text.</li> </ul>	HQ3 Continuum Lit. & Informational	Guided Reading Notes Independent Reading Conferring Notes
<i>Adjusting</i>			



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<b><u>Thinking Beyond Text</u></b>			
<i>Predicting</i>	<ul style="list-style-type: none"> <li>(C) Make predictions and draw conclusions and inferences about characters, with assistance.</li> </ul>	HQ3 Continuum Lit. & Informational	Reading Response Journal Guided Reading Notes Benchmark Assessment System Graphic Organizers 1-8
<i>Making Connections</i>			
<i>Inferring</i>	<ul style="list-style-type: none"> <li>(C) Use previous reading and life experiences to understand literature, with assistance.</li> </ul>	HQ3 Continuum Lit. & Informational	Reading Response Journal Benchmark Assessment System Graphic Organizers Oral Response
	<ul style="list-style-type: none"> <li>(C) Make predictions and draw conclusions and inferences about characters, with assistance.</li> </ul>	HQ3 Continuum Lit. & Informational	Reading Response Journal Graphic Organizers 3, 4, 5, 6, 7
<i>Synthesizing</i>	<ul style="list-style-type: none"> <li>(C) Read grade-level texts with comprehension and for different purposes.</li> </ul>	HQ3 Continuum Lit. & Informational	Reading Response Journal Benchmark Assessment System Running Records Guided Reading Notes Reading Log
<b><u>Thinking About Text</u></b>			
<i>Analyzing</i>	<ul style="list-style-type: none"> <li>(C) Recognize differences among the genres of stories, poems, and plays, with assistance.</li> </ul>	HQ3 Continuum Lit. & Informational	Reading Response Journal Graphic Organizer 8
<i>Critiquing</i>	<ul style="list-style-type: none"> <li>(C) Evaluate the content by identifying, with assistance important and unimportant details.</li> </ul>	HQ3 Continuum Lit. & Informational	Reading Response Journal Graphic Organizer 9
<b>WRITING</b> <i>Organization</i> <i>Idea Development</i>	<ul style="list-style-type: none"> <li>Express opinions and make judgments that demonstrate a personal point of view, with assistance.</li> </ul>	HQ3 Continuum Lit. & Informational	Writing Samples/Notebook/Folders Writing Conferencing Notes Middletown Writing Rubric



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<i>Language Use</i> <i>Word Choice</i> <i>Voice</i>	<ul style="list-style-type: none"> <li>Analyze and evaluate the author's use of plot and character in written and visual text.</li> </ul>	HQ3 Continuum Lit. & Informational	Writing Samples/Notebook/Folders Writing Conferring Notes Middletown Writing Rubric Reading Response Journal
	<ul style="list-style-type: none"> <li>Use details from stories or informational texts to predict events.</li> </ul>	HQ3 Continuum Lit. & Informational	Writing Samples/Notebook/Folders Writing Conferring Notes Middletown Writing Rubric Reading Response Journal
	<ul style="list-style-type: none"> <li>Writing that demonstrates critical analysis and evaluation.</li> </ul>	HQ3 Continuum Lit. & Informational	Writing Samples/Notebook/Folders Writing Conferring Notes Middletown Writing Rubric
	<ul style="list-style-type: none"> <li>Writing that shows development, organization, and effective language.</li> </ul>	HQ3 Continuum Lit. & Informational	Writing Samples/Notebook/Folders Writing Conferring Notes Middletown Writing Rubric
	<ul style="list-style-type: none"> <li>Write sentences in logical order and use paragraphs to organize topics.</li> </ul>	HQ3 Continuum Lit. & Informational	Writing Samples/Notebook/Folders Writing Conferring Notes Middletown Writing Rubric
	<ul style="list-style-type: none"> <li>Develop original literary texts that use rhythm and rhyme to create short poems and songs, with assistance.</li> </ul>	HQ3 Continuum Lit. & Informational	Writing Samples/Notebook/Folders Writing Conferring Notes Middletown Writing Rubric
	<ul style="list-style-type: none"> <li>Make judgments about relevant and irrelevant content to include in writing.</li> </ul>	HQ3 Continuum Lit. & Informational	Writing Samples/Notebook/Folders Writing Conferring Notes Middletown Writing Rubric
	<ul style="list-style-type: none"> <li>Use relevant examples, such as reasons to support ideas, with assistance.</li> </ul>	HQ3 Continuum Lit. & Informational	Writing Samples/Notebook/Folders Writing Conferring Notes Middletown Writing Rubric
	<ul style="list-style-type: none"> <li>State the main idea and provide supporting details from the text.</li> </ul>	HQ3 Continuum Lit. & Informational	Writing Samples/Notebook/Folders Writing Conferring Notes



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			Middletown Writing Rubric
<ul style="list-style-type: none"> <li>Use descriptive language.</li> </ul>	HQ3 Continuum Lit. & Informational		Writing Samples/Notebook/Folders Writing Conferring Notes Middletown Writing Rubric
<ul style="list-style-type: none"> <li>Write voluntarily to communicate ideas and emotions to a variety of audiences (journal).</li> </ul>	HQ3 Continuum Lit. & Informational		Writing Samples/Notebook/Folders Writing Conferring Notes Middletown Writing Rubric
<ul style="list-style-type: none"> <li>Vary the formality of language depending on purpose of writing.</li> </ul>	HQ3 Continuum Lit. & Informational		Writing Samples/Notebook/Folders Writing Conferring Notes Middletown Writing Rubric
<ul style="list-style-type: none"> <li>Use effective vocabulary in expository writing, with assistance.</li> </ul>	HQ3 Continuum Lit. & Informational Handbook (word study)		Writing Samples/Notebook/Folders Writing Conferring Notes Middletown Writing Rubric
<ul style="list-style-type: none"> <li>Begin to convey personal voice in writing.</li> </ul>	HQ3 Continuum Lit. & Informational		Writing Samples/Notebook/Folders Writing Conferring Notes Middletown Writing Rubric
<ul style="list-style-type: none"> <li>Spell correctly previously studied words (e.g., grade-level, multi-syllabic, decodable words, irregularly spelled content and high-frequency words) in writing.</li> </ul>	HQ3 Continuum Lit. & Informational Handbook (word study)		PALS – Dictation Buddy Test Middletown Writing Rubric Writing Samples
<ul style="list-style-type: none"> <li>Use spelling patterns (e.g., word families) and represent all the sounds in a word when spelling independently.</li> </ul>	HQ3 Continuum Lit. & Informational		PALS – Dictation Buddy Test Middletown Writing Rubric Writing Samples
<ul style="list-style-type: none"> <li>Write legible all uppercase and lowercase manuscript letters.</li> </ul>	HQ3 Continuum Lit. & Informational		Middletown Writing Rubric Independent Writing Conferring Notes



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			Writing Samples
	<ul style="list-style-type: none"> <li>Use capitalization, punctuation, and spelling rules to produce final products.</li> </ul>	HQ3 Continuum Lit. & Informational	Middletown Writing Rubric Independent Writing Conferencing Notes Writing Samples
<b>LISTENING &amp; SPEAKING</b> <i>Listening &amp; Understanding</i> <i>Social Interaction</i> <i>Extended Discussion</i> <i>Content</i>	<ul style="list-style-type: none"> <li>Ask and respond to questions.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Speaking Rubric
	<ul style="list-style-type: none"> <li>Listen attentively to spoken language, including grade-level books read aloud.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Listening Rubric Observational Checklist
	<ul style="list-style-type: none"> <li>Listen attentively for different purposes.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Listening Rubric Observational Checklist
	<ul style="list-style-type: none"> <li>Listen respectfully without interrupting when others speak.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Listening Rubric Observational Checklist
	<ul style="list-style-type: none"> <li>Attend to a listening activity for a specific period of time.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Listening Rubric Observational Checklist
	<ul style="list-style-type: none"> <li>Respect the age, gender, social position, and culture of the speaker.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Listening Rubric Observational Checklist
	<ul style="list-style-type: none"> <li>Listen for the tone of voice and content that signal friendly communication.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Listening Rubric Observational Checklist
	<ul style="list-style-type: none"> <li>Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Listening Rubric Observational Checklist



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	<ul style="list-style-type: none"> <li>Express an opinion.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Speaking Rubric
	<ul style="list-style-type: none"> <li>Determine a sequence of steps given, with assistance.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Listening Rubric
	<ul style="list-style-type: none"> <li>Interpret information by drawing on prior knowledge and experience, with assistance.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Listening Rubric
	<ul style="list-style-type: none"> <li>Identify the author’s use of repetition and rhyme.</li> </ul>	HQ3 Continuum Lit. & Informational	Oral Response
	<ul style="list-style-type: none"> <li>Provide simple directions.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Speaking Rubric
	<ul style="list-style-type: none"> <li>Provide a sequence of steps.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Speaking Rubric
	<ul style="list-style-type: none"> <li>Discuss the impact of illustrations and titles in evaluating ideas, information, and experience.</li> </ul>	HQ3 Continuum Lit. & Informational	Oral Response
	<ul style="list-style-type: none"> <li>Form an opinion about the message of advertisements, on the basis of the language used.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Speaking Rubric
	<ul style="list-style-type: none"> <li>Acquire information and/or understand procedures.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Listening Rubric
	<ul style="list-style-type: none"> <li>Speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Speaking Rubric



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	<ul style="list-style-type: none"> <li>Use conventional grammar in own speech.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Speaking Rubric
	<ul style="list-style-type: none"> <li>Use complete sentences, using age and content-appropriate vocabulary.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Speaking Rubric
	<ul style="list-style-type: none"> <li>Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation.</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Speaking Rubric
	<ul style="list-style-type: none"> <li>Use grade-level vocabulary to communicate ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing).</li> </ul>	HQ3 Continuum Lit. & Informational	PALS – Speaking Rubric
	<ul style="list-style-type: none"> <li>Use the tone, vocabulary, and sentence structure of informal conversation, with assistance.</li> </ul>	HQ3 Continuum Lit. & Informational	
	<ul style="list-style-type: none"> <li>Avoid interrupting in social conversation.</li> </ul>	HQ3 Continuum Lit. & Informational	



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HQ3	Literature & Informational	Compass Learning & Science Resources
<ul style="list-style-type: none"> <li>- The Day Jimmy’s Boa Ate the Wash</li> <li>- Be My Valentine</li> <li>- How I Spent My Summer</li> <li>- Pack Your Pajamas</li> <li>- Dear Mr. Blueberry</li> <li>- A Happy Cat</li> <li>- Cool Ali</li> <li>- Water and the Weather</li> <li>- The Emperor’s Egg</li> <li>- Animal Babies</li> <li>- Pine Park Mystery</li> <li>- Getting Around The City</li> <li>- Good-Bye Curtis</li> <li>- Happy Birthday Grandma</li> <li>- Max Found Two Sticks</li> <li>- What Do You Play?</li> <li>- Anthony Reynoso: Born to Rope</li> <li>- Play Ball!</li> <li>- Chinatown</li> <li>- A Day In The City</li> </ul>	<ul style="list-style-type: none"> <li>- Imagine</li> <li>- Jimmy’s Boa Bounces Back</li> <li>- Jimmy’s Boa and the Big Splash Birthday Bash</li> <li>- The Puddle Pail</li> <li>- There’s a Dragon In My Sleeping Bag</li> <li>- Zoo Animals</li> <li>- The Iguana Brothers</li> <li>- Regard to the Man in the Moon</li> <li>- Regina’s Big Mistake</li> <li>- The Zebra Riding Cowboys</li> <li>- Encyclopedia of Fantastic Fish</li> <li>- Big Blue Whale</li> <li>- Life in the Oceans</li> <li>- Sally and the Limpet</li> <li>- What’s Under the Ocean?</li> <li>- Dancing with Manatees</li> <li>- Wanda’s Roses</li> <li>- Snip, Snip...Snow!</li> <li>- Landscapes</li> <li>- Weather and Climate</li> <li>- Poles Apart</li> <li>- Emperor Penguin</li> <li>- Mr. Popper’s Penguins</li> <li>- The Top and Bottom of the World</li> <li>- How Turtle Got His Shell</li> <li>- A Mom Named Dad</li> <li>- The Mud Flat Mystery Challenge</li> <li>- Six Dinner Sid</li> <li>- The Leaving Morning</li> <li>- The Little Painter of Sabana Grande</li> <li>- Detective Dinosaur Lost and Found</li> <li>- Nate the Great and the Missing Dog</li> <li>- Roxaboxen</li> <li>- Somewhere in Africa</li> <li>- It Takes A Village</li> <li>- No Mail for Mitchell Sending Messages</li> <li>- Jojo’s Flying Side Kic</li> <li>- The Adventures of Sparrowboy</li> <li>- Miss Mary Mack</li> <li>- The Singing Giant</li> <li>- Too Many Tamales</li> <li>- The Perfect Spot</li> <li>- Homeplace</li> <li>- Amigo’s Mean Friends</li> <li>- Let’s Eat</li> <li>- From Far Away</li> <li>- Kimako’s Story</li> <li>- My Mexico-Mexico Mio</li> <li>- Sim Chung and the River Dragon</li> <li>- Angel Child, Dragon Child</li> <li>- All In A Day</li> </ul>	<p>S: Draw Conclusions – Chapter 8 “Properties of Matter”</p> <p>S: Infer – Chapter 9 “Energy”</p> <p>S: Alike and Different – Chapter 12 “Earth and Space”</p> <p>S: Important Details – Chapter 11 “Sound”</p> <p>CL: Main Idea</p> <p>CL: Phonics long o, long u, ai</p> <p>CL: Fluency</p> <p>CL: High Frequency</p> <p>CL: Live Odyssey Link</p>