

**School District U-46  
Second Grade Literacy**

Literacy Component	ILS Standards	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
<b>Phonics/Word Study</b>	1.A. Apply word analysis and vocabulary skills to comprehend selections.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster K-2</i> 2. <i>Reading.3-4</i>	I explicitly teach, model, and provide planned opportunities for students to: <ul style="list-style-type: none"> <li>• use context clues to decode unknown words,</li> <li>• use phonics to decode unknown words,</li> <li>• recognize and use knowledge of spelling patterns to decode unknown words,</li> <li>• apply basic syllabication rules, identify root words in multi-syllable words, and divide words into syllables, and</li> <li>• recognize and correctly read and use regular plurals and irregular plurals.</li> </ul>	1 1 1 2 2	<b>Formative</b> ISEL-2: Word Recognition  <b>Summative</b> ISEL-2: Word Recognition	Word Study  Shared Reading/Writing  Guided Reading/Writing  Independent Reading/Writing  Literacy Centers	<b>See Phonics/ Word Study Appendix</b> <ul style="list-style-type: none"> <li>• Word Walls</li> <li>• Word Sorts</li> <li>• Making Words</li> <li>• Cognates for ELL</li> </ul> <i>Phonics Lessons, Letters, Words and How They Work - Grade Two</i> Fountas and Pinnell
<b>Vocabulary</b>	1.A. Apply word analysis and vocabulary skills to comprehend selections.  1.B. Comprehend unfamiliar words using context clues and prior knowledge; verifying meanings with resource material.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster K-2</i> 2. <i>Reading.3-4</i>	I explicitly teach, model, and provide planned opportunities for students to: <ul style="list-style-type: none"> <li>• predict the meaning of a word from known words,</li> <li>• use graphic organizers</li> <li>• use the dictionary and glossary,</li> <li>• use antonyms, synonyms, and homonyms,</li> <li>• use age appropriate figurative language, and</li> <li>• use simple prefixes, suffixes, and base/root words.</li> </ul> I explicitly teach and provide planned opportunities for students to <b>learn new key vocabulary and academic content vocabulary.</b>	1 1 2 2 2 3 1	<b>Formative</b>          <b>Summative</b>	Read Aloud  Shared Reading  Guided Reading  Independent Reading  Literacy Centers	<b>See Vocabulary Appendix</b> <ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Text Talk</li> <li>• Word Walls</li> <li>• Word/Concept Mapping</li> <li>• Academic Content Vocabulary</li> </ul> <b>Semantic Features Analysis</b>

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<b>Fluency</b>	<p>1.A. Apply word analysis and vocabulary skills to comprehend selections.</p> <p>1.B. Apply reading strategies to improve understanding and fluency.</p> <p><b>***English Language Proficiency Standards</b> <i>Grade Level Cluster K-2</i> <i>2.Reading.3-4</i></p>	<p>I explicitly teach, model, and provide planned opportunities for students to <b>develop fluency</b> with accuracy, expression and comprehension using leveled materials.</p> <ul style="list-style-type: none"> <li>• <b>End of year “target” - 90 words per minute</b></li> </ul> <p><b>* “Keep in mind that the ‘targets’ are best used informally to determine students’ progress in comparison with the so-called average students. ... Because of individual differences in student ability and learning rates, expecting all students to reach the target is unrealistic.”</b></p> <p><i>*FLUENCY Strategies &amp; Assessments, Third Edition Jerry L. Johns/Roberta L. Berglund</i></p>	1	<p><b><u>Formative</u></b> ISEL-2: Fluency</p> <p><b><u>Summative</u></b> ISEL-2: Fluency</p>	<p>Think Aloud</p> <p>Read Aloud</p> <p>Shared Reading</p> <p>Guided Reading</p> <p>Independent Reading</p> <p>Literacy Centers</p>	<p><b>See Fluency Appendix</b></p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Partner Reading</li> </ul> <p><b>Reader’s Theater</b></p>
<b>Comprehension</b>	<p>1.A. Apply word analysis and vocabulary skills to comprehend selections.</p> <p>1.B. Apply reading strategies to improve understanding and fluency.</p> <p>1.C. Comprehend a broad range of reading materials.</p> <p><b>***English Language Proficiency Standards</b> <i>Grade Level Cluster K-2</i> <i>2.Reading.1-5</i></p>	<p>I explicitly teach, model, and provide planned opportunities for students <b>to use a variety of self-monitoring strategies.</b></p>	1	<p><b><u>Formative</u></b></p> <p><b><u>Summative</u></b></p>	<p>Think Aloud</p> <p>Read Aloud</p> <p>Shared Reading</p> <p>Guided Reading</p> <p>Independent Reading</p> <p>Literacy Centers</p>	<p><b>See Comprehension Appendix</b></p> <p><b>Teaching students to:</b></p> <ul style="list-style-type: none"> <li>• ask questions when they do not understand text,</li> <li>• identify what is difficult,</li> <li>• re-read sections of the text for clarification,</li> <li>• read ahead,</li> <li>• use context clues, and</li> <li>• ask someone else.</li> </ul>

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<b>Comprehension</b>	1.C. Comprehend a broad range of reading materials.  2.B. Read and interpret a variety of literary works.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster K-2</i> <i>2.Reading.5</i> <i>2.Speaking.3-5</i>	I explicitly teach, model, and provide planned opportunities for students to: <ul style="list-style-type: none"> <li>• <b>make logical predictions,</b></li> <li>• <b>ask questions about text before, during, and after reading,</b></li> <li>• <b>use information from the text to verify predictions,</b></li> <li>• <b>connect important ideas in the text, and</b></li> <li>• <b>link the text to previous experiences and knowledge.</b></li> </ul>	1  1  1  2  2	<b>Formative</b> ISEL-2: Passage Comprehension  <b>Summative</b> ISEL-2: Passage Comprehension	Think Aloud  Shared Reading  Guided Reading  Independent Reading  Literacy Centers	<b>See Comprehension Appendix</b> <ul style="list-style-type: none"> <li>• KWL</li> <li>• DRTA</li> </ul>
<b>Comprehension</b>	1.B. Comprehend unfamiliar words using context clues and prior knowledge; verifying meanings with resource material.  1.C. Comprehend a broad range of reading materials.  2.A. Understand how literary elements and techniques are used to convey meaning.  2.B. Read and interpret a variety of literary works.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster K-2</i> <i>1.Reading.3-5</i> <i>4.Reading.3-5</i>	I explicitly teach, model, and provide planned opportunities for students to read <b>informational text</b> to: <ul style="list-style-type: none"> <li>• <b>identify the author’s purpose,</b></li> <li>• <b>answer how, what, and what if questions,</b></li> <li>• <b>identify simple structures of informational text,</b></li> <li>• <b>interpret information from simple maps, diagrams, and graphs, and</b></li> <li>• <b>use graphic organizers.</b></li> </ul>	2	<b>Formative</b> ISEL-2: Passage Comprehension  <b>Summative</b> ISEL-2: Passage Comprehension	Think Aloud  Read Aloud  Shared Reading  Guided Reading  Independent Reading  Literacy Centers	<b>See Comprehension Appendix</b> <ul style="list-style-type: none"> <li>• QARs</li> <li>• Retelling</li> </ul> <b>Reciprocal Teaching Story Frames</b> <b>Read/Recall/Check/Summarize</b>

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Literacy Component	ILS Standards	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
<b>Comprehension</b>	1.C. Comprehend a broad range of reading materials.  2.A. Understand how literary elements and techniques are used to convey meaning.  2.B. Read and interpret a variety of literary works.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster K-2</i> 2.Listening.3-5 2.Speaking.3-5	I explicitly teach, model, and provide planned opportunities for students to read <b>fictional text</b> to: <ul style="list-style-type: none"> <li>• <b>identify the author’s purpose,</b></li> <li>• <b>identify and describe the plot, setting, and character(s) in the story,</b></li> <li>• <b>retell the sequence of the story,</b></li> <li>• <b>use information in the text or illustrations to ask questions about the cause of an event,</b></li> <li>• <b>discuss and compare works by the same author and/or common theme.</b></li> </ul>	1  1  1  2  2	<b>Formative</b> ISEL-2: Passage Comprehension  <b>Summative</b> ISEL-2: Passage Comprehension	Think Aloud  Shared Reading  Guided Reading  Independent Reading  Literacy Centers	<b>See Comprehension Appendix</b> <ul style="list-style-type: none"> <li>• Story Map</li> <li>• QAR</li> <li>• Retelling</li> </ul> <b>Reciprocal Teaching Story Frames</b> <b>Read/Recall/Check/Summarize</b>
<b>Comprehension</b>	1.C. Comprehend a broad range of reading materials.  2. A. Understand how literary elements and techniques are used to convey meaning.  2.B. Read and interpret a variety of literary works  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster K-2</i> 2.Reading 1-5	I explicitly teach, model, and provide planned opportunities for students to read texts in order to <b>identify and summarize important ideas in text.</b>	3	<b>Formative</b> ISEL-2: Passage Comprehension  <b>Summative</b> ISEL-2: Passage Comprehension	Think Aloud  Read Aloud  Shared Reading  Guided Reading  Independent Reading  Literacy Centers	<b>See Comprehension Appendix</b> <ul style="list-style-type: none"> <li>• Retelling</li> </ul> <b>Reciprocal Teaching</b>

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<b>Comprehension</b>	1.C. Comprehend a broad range of reading materials.  2.A. Understand how literary elements and techniques are used to convey meaning.  2.B. Read and interpret a variety of literary works.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster K-2</i> <i>2.Reading 1-5</i>	I explicitly teach, model, and provide planned opportunities for students <b>to make inferences</b> from texts by connecting information they know with the information in the text.	2	<b><u>Formative</u></b> ISEL-2: Passage Comprehension  <b><u>Summative</u></b> ISEL-2: Passage Comprehension	Think Aloud  Read Aloud  Shared Reading  Guided Reading  Independent Reading  Literacy Centers	<b>See Comprehension Appendix</b>  <ul style="list-style-type: none"> <li>• QARs</li> </ul>
<b>Writing</b>	3.B. Compose well-organized and coherent writing for specific purposes and audiences.  3.C. Communicate in writing to address a variety of purposes.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster K-2</i> <i>2.Writing.1-5</i> <i>2.Reading.1-5</i>	I explicitly teach, model, and provide planned opportunities for <b>prewriting strategies</b> to generate and organize ideas using: <ul style="list-style-type: none"> <li>• <b>graphic organizers,</b></li> <li>• <b>idea mapping,</b></li> <li>• <b>brainstorming,</b></li> <li>• <b>webbing, and</b></li> <li>• <b>drawing.</b></li> </ul>	1	<b><u>Formative</u></b> Six Traits Rubric  <b><u>Summative</u></b> Six Traits Rubric	Shared Writing  Guided Writing  Independent Writing  Literacy Centers	

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<b>Writing</b>	3.B. Compose well-organized and coherent writing for specific purposes and audiences.  3.C. Communicate in writing to address a variety of purposes.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster K-2</i> <i>2.Writing 1-5</i>	I explicitly teach, model, and provide planned opportunities for students to explain their thinking in writing <b>extended response</b> to text that: <ul style="list-style-type: none"> <li>• <b>identifies important information found explicitly and implicitly in the text, and</b></li> <li>• <b>uses this information to interpret the text and/or make connections to other situations or contexts through analysis, evaluation, or comparison/contrast.</b></li> </ul>	3	<b><u>Formative</u></b> ISEL-2: Extended Response Reading Rubric  <b><u>Summative</u></b> ISEL-2: Extended Response Reading Rubric	Shared Writing  Guided Writing  Independent Writing  Literacy Centers	
<b>Writing</b>	3.B. Compose well-organized and coherent writing for specific purposes and audiences.  3.C. Communicate in writing to address a variety of purposes.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster K-2</i> <i>2.Writing.3-5</i>	I explicitly teach, model, and provide planned opportunities for students to write <b>narrative text</b> that: <ul style="list-style-type: none"> <li>• <b>is focused,</b></li> <li>• <b>is logical, with a clear beginning, middle, and end, and</b></li> <li>• <b>uses descriptive words.</b></li> </ul>	2	<b><u>Formative</u></b> Six Traits Rubric  <b><u>Summative</u></b> Six Traits Rubric	Shared Writing  Guided Writing  Independent Writing  Literacy Centers	
<b>Writing</b>	3.B. Compose well-organized and coherent writing for specific purposes and audiences.  3.C. Communicate in writing to address a variety of purposes.  <b>***English Language Proficiency Standards</b> <i>Grade Level Cluster K-2</i> <i>2.Writing.3-5</i>	I explicitly teach, model, and provide planned opportunities for students to write <b>expository text</b> that is: <ul style="list-style-type: none"> <li>• <b>focused,</b></li> <li>• <b>develops a main idea, and</b></li> <li>• <b>uses details, facts, and descriptions to support the main idea.</b></li> </ul>	2	<b><u>Formative</u></b> Six Traits Rubric  <b><u>Summative</u></b> Six Traits Rubric	Shared Writing  Guided Writing  Independent Writing  Literacy Centers	

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