

Mead School District Curriculum Map K-8

Content Area: Language Arts/Reading

Grade Level: 2nd

Overarching Enduring Understandings:

1. Letters represent sounds and combine in specific ways to form words.
2. Words have meaning – they represent objects, ideas, situations, and feelings.
3. The goal of reading is to make meaning from text.
4. Different types of texts (e.g. narrative, mystery, biography, expository, persuasive) have different structures.
5. Effective readers use specific strategies to help them better understand (e.g., using context clues, predicting what will come next, questioning the text, re-reading).

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
--	----------------	---------------------------------	----------------------------	-------------------

September - November	Phonics	<u>1.1 Word recognition skills / strategies</u> 1.1.4 understanding phonics	Voyages Leveled Readers	(All Students)
	Vocabulary	<u>1.2 Use vocabulary strategies to comprehend text</u> 1.2.2 Apply vocabulary strategies <u>1.3 Build vocabulary</u> 1.3.2 Apply content / academic vocabulary	The Wright Skills or SRA Foss Science	State Reading Test / Running Record (goal = level 18)
	Fluency	<u>1.4 Apply word recognition skills to read fluently</u> 1.4.1 know common sight words	Electronic Resources: www.readwritethink.org/index.asp www.marcopolo.wednet.edu (Click Washington state standards on left side)	done by Oct. 15 th Formative Ongoing Cumulative Assessment
	Comprehension	<u>2.1 Demonstrate evidence of reading comprehension</u> 2.1.3 comprehension monitoring strategies / main idea 2.1.4 use prior knowledge / schema <u>2.2 Understand and apply knowledge of text components</u> 2.2.1 understand story sequence 2.2.2 understand and apply features of electronic text 2.2.3 understand story elements <u>2.4 Think critically and analyze author's purpose in informational and literary text</u> 2.4.1 draw simple conclusions and give a response to text 2.4.2 understand purpose of writing	www.webquest.org http://school.discovery.com/schrockguide/index.html www.readinga-z.com www.starfall.com	READING LEXILE ASSESSMENT

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
September – November cont.	Comprehension - continued	<u>3.2 Read to perform a task</u> 3.2.1 understand information to perform a specific task 4.1 Assess reading strengths 4.1.1 how to monitor own reading progress 4.1.2 set a grade-level appropriate reading goals <u>4.2 Develop interests and share reading experiences</u> 4.2.1 understand that readers have favorite books	Voyages Leveled Readers The Wright Skills or SRA Foss Science	Formative Ongoing Cumulative Assessment

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
December – March cont.	Comprehension – continued	<p><u>2.3 Expand comprehension</u> 2.3.1 understand and analyze relationship between informational and literary text 2.3.2 locate specific information 2.3.3 understand literary/ narrative devices</p> <p><u>3.1 Read to learn new information</u> 3.1.1 select appropriate resources</p> <p><u>3.4 Read a variety of genres</u> 3.4.1 understand different perspectives in literature 3.4.2 understand literature in a variety of genres 3.4.3 understand literature in different cultures and traditions</p> <p><u>4.1 Assess reading strengths</u> 4.1.1 how to monitor own reading progress 4.1.2 set a grade-level appropriate reading goals</p> <p><u>4.2 Develop interests and share reading experiences</u> 4.2.1 understand that readers have favorite books</p>	Voyages Leveled Readers The Wright Skills or SRA Foss Science	Formative Ongoing Cumulative Assessment

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
April - June	Phonics Vocabulary	<u>1.1 Word recognition skills / strategies</u> 1.1.4 understanding phonics <u>1.2 Use vocabulary strategies to comprehend text</u> 1.2.2 apply vocabulary strategies <u>1.3 Build vocabulary</u> 1.3.1 apply new vocabulary 1.3.2 apply content / academic vocabulary	Voyages Leveled Readers The Wright Skills or SRA Foss Science	(Only for students who were below grade level 28 in March) Running Records (goal = level 28) Or SRA Assessment READING LEXILE ASSESSMENT

	<p>Fluency</p> <p>Comprehension</p>	<p><u>1.4 Apply word recognition skills to read fluently</u> 1.4.2 apply fluency to enhance comprehension</p> <p><u>2.1 Demonstrate evidence of reading comprehension</u> 2.1.3 comprehension monitoring strategies / main idea 2.1.4 use prior knowledge / schema 2.1.5 apply comprehension monitoring strategies/ predict/ infer 2.1.7 comprehension monitoring strategies/ summarize informational text and literary text.</p> <p><u>2.2 Understand and apply knowledge of text components</u> 2.2.4 understand text organizational structures</p>		<p>Formative Ongoing Cumulative Assessment</p>
<p>Time Frame or # of Days</p>	<p><i>Strands</i></p>	<p>Priority EALRs /GLEs</p>	<p>Materials/Resources</p>	<p>Assessment</p>

<p style="text-align: center;">April – June cont.</p>	<p>Comprehension - continued</p>	<p><u>2.3 Expand comprehension</u> 2.3.1 understand and analyze relationship between informational and literary text 2.3.2 locate specific information 2.3.3 understand literary/ narrative devices <u>2.4 Think critically and analyze author’s informational and literary text</u> 2.4.3 understand there are facts and opinions <u>3.4 Read a variety of genres</u> 3.4.1 understand different perspectives in literature 3.4.2 understand literature in a variety of genres 3.4.3 understand literature in different cultures and traditions <u>4.1 Assess reading strengths</u> 4.1.1 how to monitor own reading progress 4.1.2 set a grade-level appropriate reading goals <u>4.2 Develop interests and share reading experiences</u> 4.2.1 understand that readers have favorite books</p>	<p>Voyages Leveled Readers The Wright Skills or SRA Foss Science</p>	<p>Formative Ongoing Cumulative Assessment</p>
--	--------------------------------------	--	--	--