

Subject	Grade	Unit	
Communication Arts	2	Reading 1C-Phonics	View
Communication Arts	2	Reading1D-Fluency	View
Communication Arts	2	Reading1E-Vocabulary	View
Communication Arts	2	Reading 1F,1G, 1H-Pre, During, Post Reading	View
Communication Arts	2	Reading 1I-Making Connections	View
Communication Arts	2	Reading 2A, 2C-Text Features & Elements	View
Communication Arts	2	Reading 2B, 3B-Literary Devices	View
Communication Arts	2	Reading 3A, 3C, 3D-Text Features & Elements	View
Communication Arts	2	Listening and Speaking 1A, 1B, 2A, 2B	View
Communication Arts	2	Informational Literacy-Research 1A, 1B, 1D, 2A	View
Communication Arts	2	Writing 1A-Writing Process	View
Communication Arts	2	Writing 2A-Handwriting	View
Communication Arts	2	Writing 2B, 2C, 2D, 2F-Compose	View
Communication Arts	2	Writing 2E-Spelling	View
Communication Arts	2	Writing 3A-Writing	View
Communication Arts	2	Writing 3B-Note-Taking	View
Communication Arts	2	Writing 3C-Writing	View
Communication Arts	2	Writing 3E-Writing	View

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2 nd Grade
Unit: Reading	Duration: On going
Show-Me Standards Content: CA 2,3 Show-Me Standards Process: 1.6	
Grade Level Expectations: 1C	
Benchmarks: Develop and apply skills and strategies to the reading process.	Performance Indicators: 1. Develop and apply decoding strategies to “problem solve” unknown words when reading.
<p style="text-align: center;">Activities and Assessments:</p> <ol style="list-style-type: none"> 1. Review short vowel sounds, review long vowel sounds; consonant blends, initial consonant digraphs, r-controlled vowels, inflected endings, pre-fixes suffixes, vowel diphthongs, hard and soft “C” and “G” sounds, schwa sounds, multisyllabic words. Refer to reading series and phonics series for several phonics activities each week 2. Making words activities 3. After reading, do a word hunt for a particular sound or chunk 4. Phonics book—assessment included within book 5. Reading A-Z—phonics activities with books 6. Pocket chart to make, separate, and change words 7. Clap or use ‘chin’ movement technique to determine syllables and words and divide words accordingly <p>Assessment:</p> <ul style="list-style-type: none"> • included in practice book • oral reading checklist • teacher observation • student work 	

Resources:

***Macmillan McGraw-Hill Reading, Copyright 2003**

***Modern Curriculum Press, Phonics, Level B, Copyright 2003**

Relevant Links:

Students – www.starfall.com

Students – www.storyit.com

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2 nd Grade
Unit: Reading--Fluency	Duration: on going
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5	
Grade Level Expectations: 1D	
Benchmarks: Develop and apply skills and strategies to the reading process.	Performance Indicators (Local Objective): 1. Read grade-level instructional text with fluency, accuracy, and expression.
Activities and Assessments: <ol style="list-style-type: none"> 1. Weekly reading of grade-level text books 2. Sight words –mastery of kindergarten, 1st , and 2nd grade words. 3. create a word wall and add to weekly 4. complete a word wall activity each day 5. Phonics and reading Practice books contains sight words and applying these words to sentences(assessment) 6. during read-aloud, teacher models appropriate phrasing and expression 7. picture books help establish expression and fluctuation of voice 8. listen to reading story on CD to model appropriate phrasing 9. play word wall bingo 10. read grade-level books <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • teacher observation • reading and phonics practice books • student work • STAR and AR tests 	
Resources: Macmillan McGraw-Hill, Copyright 2003 Modern Curriculum Press, Phonics, Level B, Copyright 2002 Word wall bingo—self made Accelerated Reading Program from Renaissance Learning Relevant Links:	

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2nd Grade
Unit: Reading-Vocabulary	Duration: on going
Show-Me Standards Content: CA 2,3 Show-Me Standards Process: 1.5, 1.6	
Grade Level Expectations: 1E	
Benchmarks: Develop and apply skills and strategies to the reading process.	Performance Indicators(Local Objective): 1. Develop vocabulary through text, using <ul style="list-style-type: none"> • base words • classroom resources • context clues
Activities and Assessments:	
<ol style="list-style-type: none"> 1. before reading – identify new vocabulary words and discuss their meaning – using them in sentences created by students guided by teacher, use the vocabulary word chart 2. during reading – develop understanding of vocabulary words by questioning their meaning 3. develop knowledge of suffix and prefix meaning (use pocket chart to change base word meaning by adding prefixes and suffixes 4. use dictionaries to determine word meaning 5. establish use of the thesaurus to locate and use synonyms during reading and writing activities to locate words of similar meaning 6. vocabulary activities are included in the reading series (i.e. categorize words, homophones, sequence time words, and relate words to real life- words for feelings, antonyms, figurative language- simile, idioms, compounds 7. model how to use context clues in reading to determine meaning of an unknown word 8. write passage on overhead or board underline unknown words, have students use clues in the words and sentences around the unknown word to find meaning 9. guess the covered word 	
Assessment: <ul style="list-style-type: none"> • assessment included within practice book • teacher observation • teacher created assessment • guess covered word observation chart 	

Resources:

Macmillan McGraw-Hill, Copyright 2003

Scholastic Children's Dictionary, Copyright 2002

ELMO and projector

Relevant Links

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2 nd Grade
Unit: Reading –Pre, During, Post Reading	Duration: on going
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6, 3.5	
Grade Level Expectations: 1F, 1G, 1H	
Benchmarks: Develop and apply skills and strategies to the reading process.	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • access prior knowledge • preview • predict and confirm or reject • set a purpose for meaning 2. During reading, develop and utilize strategies to <ul style="list-style-type: none"> • self-question and correct • infer • predict and check using cueing systems <ul style="list-style-type: none"> ▪meaning ▪structure ▪visual 3. Apply post-reading skills to identify the main idea and supporting details <ul style="list-style-type: none"> • reflect • analyze • draw conclusions • summarize • paraphrase
Activities and Assessments:	
<p><i>Before Reading Activities:</i></p> <ol style="list-style-type: none"> 4. Read title and the names of the author and illustrator – question what the book or story may be about 5. Do a picture walk – have students predict what will happen in the story 6. Use predictions to set purpose for reading 7. Tie in life experience to topic – find out what they already know(<u>K</u>WL) 8. Brainstorm, clusters, create a web, draw – prior knowledge 9. Use before guided reading spinners 10. Play Rivet <p><i>During Reading Activities:</i></p> <ol style="list-style-type: none"> 1. Ask questions in which the answers are not literally stated, but which can be inferred 2. Quick writes or quick draws 	

3. Me purpose conversation
4. Complete W of KWL chart
5. Assist students in constructing mental maps
6. Question what's happening and why
7. Make and confirm inferences
8. Draw conclusions
9. Compare and contrast
10. Facts and inferences - write statements about selection
11. Use sticky note to mark something new, interesting, or confusing

After Reading Activities:

1. Ask comprehension questions
2. Discuss predictions - were they confirmed why? Why not?
3. Complete story map
4. Write a different ending
5. Create a story poster
6. Act out the story
7. Summarize the story
8. Facts and inferences – analyze statements as facts or inferences
9. Book report

Assessments:

- These activities will be orally and in-class. Some after reading activities can be collected and assessed.
- Student work

Resources:

Macmillan McGraw-Hill, Copyright 2003

Before Guided Reading Spinners, Creative Teaching Press

Relevant Links:

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2 nd Grade
Unit: Reading-Making Connections	Duration: on going
Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6	
Grade Level Expectations: 1I	
Benchmarks: Develop and apply skills and strategies to the reading process.	Performance Indicators(Local Objective): 1. Identify connections between <ul style="list-style-type: none"> • text idea—similarities and differences in information and relationships in various fiction and nonfiction works, with assistance • text ideas and own experiences • text ideas and the world, with assistance
Activities and Assessments:	
<ol style="list-style-type: none"> 1. Use the words “realism” and “fantasy” in conjunction with fiction and nonfiction book to establish the meaning and understanding of fiction and nonfiction 2. Read and discuss ‘Stelluna’ book, read and discuss ‘Bats’ (nonfiction) create a Venn Diagram to compare and contrast fiction and nonfiction books 3. Read several fiction and nonfiction books have students connect text to own experiences 4. Model think-aloud, what experiences or ideas they are bringing to the reading 5. Model how text connect to the world <p>Assessment:</p> <ul style="list-style-type: none"> • Reading inventories –scoring of connection to reader’s life and other text • Venn diagram – fiction/nonfiction • Teacher observation 	
Resources:	
<p>Macmillan McGraw-Hill, Copyright 2003</p> <p>LMC – Library Media Center</p> <p>Relevant Links:</p>	

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2nd
Unit: Reading—Text Features and Elements	Duration: on going
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6, 3.1, 3.5	
Grade Level Expectations: 2A, 2C	
Benchmarks: Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry, and drama from a variety of cultures and times.	Performance Indicators(Local Objective): 1. Locate and apply specific information in title, pictures, and table of contents 2. Use details from text to <ul style="list-style-type: none"> • make basic inferences about setting, characters • and problem • predict solution • identify events in logical sequence •
<p style="text-align: center;">Activities and Assessments:</p> <ol style="list-style-type: none"> 1. read aloud the title, author, and illustrator discuss information found in the title, discuss the jobs of authors and illustrators 2. picture walk-before and during reading, analyze what the pictures mean and how they correlate to the story 3. have students use a table of content to answer question about a book and its contents 4. posters -- story element -- beginning, middle, end – character analysis – worksheets available 5. write and illustrate a class book 6. book talks 7. illustrate the setting of the story 8. have students come up with several different solutions to the problem in the story 9. make sentence strips of a selection of reading have student put them in logical sequence 10. give students activities to develop sequencing skills 11. book reports <p>Assessment:</p> <ul style="list-style-type: none"> • student work • teacher observation • comprehensive test in reading practice book • rubric for story retellin 	

Resources:

LMC- Library Media Center

Macmillan McGraw-Hill, Copyright 2003

Relevant Links:

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2nd
Unit: Reading-Literary Devices	Duration: on going
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6	
Grade Level Expectations: 2B, 3B	
Benchmarks: Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry, and drama from a variety of cultures and times. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspaper, technical manuals) from a variety of cultures and times.	Performance Indicators(Local Objective): 1. Identify author’s use of rhythm, rhyme and alliteration in poetry and prose, with assistance. 2. Identify and explain author’s use of rhythm, and rhyme, and alliteration in nonfiction text.
Activities and Assessments: <ol style="list-style-type: none"> 1. Weekly reading of poetry- fiction and nonfiction 2. Do cross-curricular activities with each poem (activities are found in <u>Poems Just for Us</u>) 3. Poetry corner- have display of fiction and nonfiction poetry for students to read during independent reading time and for selection during teacher read aloud 4. Rhyming families- make a regular game of rhyming and clapping, pick a rhyming word in any poem and have students come up with “relatives” 5. Write biography poems 6. Model reading with rhythm 7. Fiction and nonfiction independent reading selections are available throughout the reading series, as well as in our science and social studies textbooks <i>Assessment:</i> <ul style="list-style-type: none"> • student work samples • teacher observation 	

Resources:

Poems Just for Us- Scholastic

Macmillan McGraw-Hill, Copyright 2003

MacMillan McGraw-Hill Science, Copyright, 2005, Grade 2

Relevant Links:

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2nd
Unit: Reading-Text Features and Elements	Duration: On going
Show-Me Standards Content: CA 3 Show-Me Standards Process: 1.5, 1.6, 2.4, 3.5, 3.1	
Grade Level Expectations: 3A, 3C, 3D	
Benchmarks: Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals)from a variety of cultures and times.	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Locate and interpret information in illustrations, title, headings, captions, diagrams, charts, and graphs. 2. Use details from text to <ul style="list-style-type: none"> • ask questions to clarify understanding • identify main ideas and provide support • retell sequence of events • make basic inferences about problems and solutions 3. Read and follow simple directions to perform a task.
Activities and Assessments: <ol style="list-style-type: none"> 1. Daily reading of grade-level textbooks-reading, science, social studies, language, and math (all contain illustrations, titles, headings, captions, diagrams, charts and graphs) 2. Read selection or chapter ask question about what they have read and answer question 3. Ask them to identify the main idea of the chapter 4. Make and read biography mini-books 5. Complete skill lessons in science and social studies series 6. Picture walks of nonfiction books 7. timeline 8. Read and follow directions on daily classroom assignments 9. Give following directions worksheets Assessment: <ul style="list-style-type: none"> • student work sample • teacher observation • assessment of non-fiction reading materials • practice pages in reading, science, and social studies 	

Resources:

Macmillan Mcgraw-Hill, Copyright 2003

MacMillan McGraw-Hill Science, Copyrighr 2005, Grade 2

Library Media Center

Relevant Links:

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communications Art	Class Name: 2nd
Unit: Listening and Speaking	Duration: on going
Show-Me Standards Content: CA 1, 5, 6 Show-Me Standards Process: 1.5, 1.6, 1.10, 2.1, 2.3	
Grade Level Expectations: 1A, 1B, 2A, 2B	
<p>Benchmarks: Develop and apply effective listening skills and strategies.</p> <p>Develop and apply effective speaking skills and Strategies for various audiences and purposes.</p>	<p>Performance Indicators (Local Objective):</p> <ol style="list-style-type: none"> 1. Listen <ul style="list-style-type: none"> • for enjoyment • for information • to solve problems • for directions to complete a simple task 2. Demonstrate listening behaviors (e.g., prepares to listen without interruptions, maintain eye contact). 3. Speak at an appropriate volume and maintain a clear focus when sharing ideas. 4. Give clear oral directions to complete a simple task.
Activities and Assessments:	
<ol style="list-style-type: none"> 1. Daily instructions from teacher in classroom and computer lab 2. Teacher read aloud for enjoyment and information 3. Listen to books on tape or CD for enjoyment and information 4. Listen to musical CD for enjoyment 5. After listening to reading or instructions the student can restate the instructions or what was read 6. Daily calendar time listen for instructions and participate in calendar activities 7. Play Simeon Says 8. Daily following the direction activities 9. Choral reading 10. Participate in talking and sharing circles 11. Oral book reports and presentations 12. Daily sharing time, and questioning of lesson presented 13. Teacher models appropriate speaking and listening skills 14. Student leads class instructing their classmates how to perform a task 	
<p>Assessment:</p> <ul style="list-style-type: none"> • teacher observation • student work samples • listening behaviors checklist • listening skills practice pages 	

Resources:

Macmillan McGraw-Hill, Copyright 2003

Monthly Teacher's Helper, The Education Center, Inc

LMC

Computer Lab

Relevant Links:

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2nd
Unit: Information Literacy	Duration: On going
Show-Me Standards Content: CA 2, 3, 4, 5	
Show-Me Standards Process: 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 2.3, 2.7, 4.4	
Grade Level Expectations: 1A, 1B, 1D, 2A	
Benchmarks: Develop and apply effective research process skills to gather, analyze and evaluate information. Develop and apply effective skills and strategies to analyze and evaluate oral and visual media.	Performance Indicators (Local Objective): 1. Formulate keywords and questions, with assistance, to locate resources on topics of interest. 2. Locate information on keywords and questions in provided resources, with assistance. 3. Give credit, through discussion, for others' ideas, images and information. 4. Identify with assistance, intended messages conveyed through oral and visual media.
Activities and Assessments: 1. Research items chosen by teacher and students using keywords- career, mammals, favorite authors etc. 2. Provide opportunities for students to use classroom library, LMC, and computer lab to find resources 3. Gather information into a particular form; poster, research paragraph, oral presentation, etc. 4. Give credit orally as to where information was found 5. After listening and watching a presentation teacher models what the presentation was intended to convey- have students ask and answer questions	
Resources: MacMillan McGraw-Hill Science, Copyright 2005, Grade 2 LMC Computer Lab TV/VCR- Video Library Relevant Links:	

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2nd
Unit: Writing-Writing Process	Duration: On going
Show-Me Standards Content: CA 1, 4 Show-Me Standards Process:1.8, 2.1, 2.2	
Grade Level Expectations: 1A	
Benchmarks: Apply a writing process in composing text.	Performance Indicators(Local Objective): 1. Follow a writing process to <ul style="list-style-type: none"> • utilize a simple graphic organizer in prewriting • generate a draft • reread and revise • edit and proofread for capitalization and ending punctuation • publish writing with assistance
Activities and Assessments:	
<ol style="list-style-type: none"> 1. Students will have several different writing assignments throughout the year in their Reading and Language Arts series using the following writing process on all assignments 2. Students will complete a writer’s checklist for each writing assignment 3. Pre-write <ul style="list-style-type: none"> • choose a purpose and audience • pick a topic • find ideas about the topic-brainstorm, make a cluster, a list, a web, etc. 4. Generate a draft <ul style="list-style-type: none"> • use pre-writing ideas to write a draft • do not worry about making mistakes 5. Revising <ul style="list-style-type: none"> • read the draft, with a friend or teacher • ask if purpose is clear and what else the audience will want to know 6. Editing <ul style="list-style-type: none"> • read revised draft • check for correct paragraph form, capital letters, and end marks 7. Publishing <ul style="list-style-type: none"> • make final copy • share with audience • use different forms to publish 8. Keep a writing folder with a pocket labeled pre-write, draft, revise, edit, and finished work their <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • student work • teacher observation • student writing folders • writing rubrics 	

Resources:

Macmillan McGraw-Hill, Copyright 2003

Relevant Links:

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2nd
Unit: Writing-Handwriting	Duration: On going
Show-Me Standards Content: CA 1 Show-Me Standards Process: 1.6, 2.2	
Grade Level Expectations: 2A	
Benchmarks: Compose well-developed text using standard English conventions.	Performance Indicators(Local Objective): 6. Create legible compositions with correct spacing between letters in a word and words in a sentence.
Activities and Assessments: <ol style="list-style-type: none"> 1. Daily handwriting practice in all subject areas 2. Teacher model in all subject areas 3. Daily handwriting worksheets to establish legible letter formation and correct spacing 4. Use variety of writing tools 5. Writing assignments- sentences, paragraph, summary, stories, etc. Assessment: <ul style="list-style-type: none"> • Writing portfolio • Student work samples • Handwriting samples 	
Resources: Handwriting Without Tears, Cursive, Third Grade Relevant Links: http://www.handwritingforkids.com www.abcteach.com	

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2 nd Grade
Unit: Writing-Compose	Duration: On going
Show-Me Standards Content: CA 1 Show-Me Standards Process:1.6, 2.1, 2.2	
Grade Level Expectations: 2B, 2C, 2D, 2F	
Benchmarks: Compose well-developed text using standard English conventions.	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Use conventions of capitalization in written text <ul style="list-style-type: none"> • days of week • names of towns, cities, states 2. In composing text, use <ul style="list-style-type: none"> • correct ending punctuation in declarative and interrogative sentences • comma in dates 3. Use parts of speech correctly in written text <ul style="list-style-type: none"> • descriptive words(adjectives) • substitute pronouns for nouns 4. In composing text, identify and write declarative and interrogative sentences.
<p style="text-align: center;">Activities and Assessments:</p> <ol style="list-style-type: none"> 1. Language arts practice book 2. Daily writing(journals, class assignments in all subject areas) 3. Writing assignments that focus on individual grammar skills 4. Paragraph writing 5. Daily language review <p>Assessment:</p> <ul style="list-style-type: none"> • student work • writing portfolio • assessment within Language series 	

Resources:

Evan-Moor, Daily Language Review

Evan-Moor, Paragraph Writing

Relevant Links:

Phelps County R-2 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2nd
Unit: Writing-Spelling	Duration: On going
Show-Me Standards Content: CA 1 Show-Me Standards Process:1.6, 2.1, 2.2	
Grade Level Expectations: 2E	
Benchmarks: Compose well-developed text using standard English Conventions.	Performance Indicators(Local Objective): In writing, use <ul style="list-style-type: none"> • correct spelling of words with simple spelling patterns and high-frequency words • transitional spelling • classroom resources to verify correct spelling
Activities and Assessments:	
<ol style="list-style-type: none"> 1. Daily word wall activities 2. students use classroom dictionaries to verify correct spelling 3. weekly spelling test 4. Student/teacher edit student writing assignment 5. Spelling practice in reading series practice book <p>Assessment:</p> <ul style="list-style-type: none"> ▪ student work ▪ spelling test 	
Resources:	
<p>Macmillan McGraw-Hill, Copyright 2003</p> <p>Relevant Links: http://www.teachingfirst.net/wordwallact.htm</p>	

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2nd
Unit: Writing	Duration: One Week
Show-Me Standards Content: CA4 Show-Me Standards Process:1.8, 2.1	
Grade Level Expectations: 3A	
Benchmarks: Write effectively in various forms and types of writing.	Performance Indicators(Local Objective): 1. Write narrative text that <ul style="list-style-type: none"> • Records a series of events in chronological order • Contains story elements
Activities and Assessments:	
<ol style="list-style-type: none"> 1. Students read several narrative paragraphs 2. Students work in pairs to discuss how the narratives are similar and different 3. Teacher model writing narrative paragraphs 4. Students brainstorm and come up with several main idea sentences, pick one, and write details about the main idea 5. Use time order words (first, next, last) 6. Follow the 5 step writing process 7. Write a narrative story about an event in their life <p>Assessment:</p> <ul style="list-style-type: none"> • assessment within language series • student writing portfolio • teacher observation <p>Resources:</p> <p>Relevant Links:</p>	

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2 nd Grade
Unit: Writing-Note Taking	Duration: On Going
Show-Me Standards Content: CA 2, 3, 4 Show-Me Standards Process: 1.6, 1.8	
Grade Level Expectations: 3B	
Benchmarks: Write effectively in various forms and types of writing.	Performance Indicators(Local Objective): 1. Identify important information in text.
Activities and Assessments:	
<ol style="list-style-type: none"> 1. have students recognize boldface words in grade level text (social studies, science, language arts) 2. have students recognize titles and sub-titles in grade level text (social studies, science, language arts) 3. look for main idea in reading grade level text (social studies, science, language arts) 4. have students complete an organizer of important information 5. keep a vocabulary journal (social studies, science) 	
Assessment:	
<ul style="list-style-type: none"> • teacher observation • student work 	
Resources:	
2 nd Grade level text books	
Relevant Links:	

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2 nd
Unit: Writing	Duration: One Week
Show-Me Standards Content: CA 4 Show-Me Standards Process: 1.8, 2.1	
Grade Level Expectations: 3C	
Benchmarks: Write in various forms and types of writing.	Performance Indicators(Local Objective): 1. Write expository text, with assistance, with <ul style="list-style-type: none"> • a main idea • supporting details
Activities and Assessments: <ol style="list-style-type: none"> 1. Students will write a persuasive letter that includes the five parts of a letter, the main idea, details, and contains correct grammar 2. Use a web, a graphic organizer(on overhead), brainstorm vivid details of why your school is the best 3. Using the letter outline, students will write a persuasive letter to Noah following the Persuasive Letter Scoring Guide 4. Use Writing A Friendly Letter Checklist Assessment: <ul style="list-style-type: none"> • student work • student writing portfolio • persuasive letter scoring guide 	
Resources: Relevant Links: www.successlink.org	

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 2nd
Unit: Writing	Duration: On going
Show-Me Standards Content: CA 4 Show-Me Standards Process: 1.8, 2.1	
Grade Level Expectations: 3E	
Benchmarks: Write effectively in various forms and types of writing.	Performance Indicators(Local Objective): 1. Write simple friendly letters, messages and directions for making or doing something, considering a given audience.
Activities and Assessments:	
<ol style="list-style-type: none"> 1. Keep a journal and share, share creative stories and research, make dioramas, posters, and models share 2. Teacher model writing letters, messages, directions 3. Show students pictures have them write main ideas and details for the pictures 4. Labeling of diagrams, pictures, drawings, etc. 5. Write a friendly letter to a former teacher 6. Make up animal riddles 7. Write directions (from library to office, 2nd grade room to gym) 8. Write directions for making a peanut butter and jelly sandwich 	
<p>Assessment:</p> <ul style="list-style-type: none"> • teacher observation • student work • assessment within language series • student writing portfolio 	
Resources:	
Relevant Links:	