

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Phonemic Awareness, Word Recognition and Fluency | | | |
|--|---|--|--|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| <p>1. Identify rhyming words with the same or different spelling patterns.</p> | <p>1. Word families – chart various word families through interactive and or shared writing.</p> <p>2. Shared reading using poetry with rhyming words/patterns.</p> <p>3. Shared reading using big books with rhyming words.</p> <p>4. Each child should make a word study booklet copying the rhyming patterns and charts made in class.</p> <p>5. Weekly spelling sentence.</p> | <p>1. <u>Word Matters</u>, Appendix 15 <u>Making More Words</u></p> <p>2. <u>Month by Month Phonics</u></p> <p>3. <u>On Solid Ground</u> by Sharon Taberski</p> <p>4. <u>Guide for Shared & Interactive Writing</u> adapted from North Adams Elementary School</p> | <ul style="list-style-type: none"> • Given a copy of poem with rhyming words, student will hi-light or underline the rhyming words. • Given a rime students will generate onsets to make new words (37 dependable spelling patterns – <u>On Solid Ground</u> • Teachers should use assessments such as HSIW, and Spelling Error Analysis (<u>Word Matters</u> appendix 52) in helping to determine student needs and guide instruction. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Acquisition of Vocabulary | | | |
|--|--|-----------------------------|--|
| Proficiency Test Alignment: <i>Contextual Understanding</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading. | 1. Preview and predict events in story 2. Read Alouds 3. Think Alouds 4. Sentence Scramble 5. Teacher models how to read on, then reread and try a word that looks right, sounds right, and makes sense. | <u>Conversations</u> p. 435 | <ul style="list-style-type: none"> • Teacher Observation • Running Record • Cut and paste sentence scramble |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

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| <p>2. Read regularly spelled multi-syllable words by sight.</p> | <ol style="list-style-type: none"> 1. Add high frequency, multi-syllable words to word wall. 2. Tapping/clapping syllables as you read the word. 3. When student reads, and makes errors, teacher prompts with: <ol style="list-style-type: none"> a. Does it make sense? b. Does it sound right? c. Does it look right? 4. Model how to search for known parts in words to help figure out the unknown. (Identify blends, diagraphs, suffixes, etc.) 5. Teacher models how to take words apart “on the run” through shared, and independent guided reading. | <ol style="list-style-type: none"> 1. <u>Word Matters</u>, appendix 16 multi-syllable words. 2) <u>Conversations</u> by Regie Routman, pg. 437-438 | <ul style="list-style-type: none"> • Running records • Students clap syllables when given a word. • Given a list of high-frequency, multi-syllable words, student will read with 90% accuracy. |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

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|--|---|------------------|-------------------|---|-----|-----|-----|--|--|
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| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> | | | | | | |
| <p>3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.</p> | <p>1. Make <u>blend</u> and <u>diagraph</u> chart through shared writing (beginning of year).</p> <p>2. Use cloze procedure in shared reading to demonstrate how to figure out unknown words.</p> <p>3. Word study of blends and diagraphs, word families, suffixes, prefixes.</p> <p>4. Word activity – substitute beginning, middle and ending sounds to make new words.</p> <div style="text-align: center;"> <p>cat</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 0 10px;">b</td> <td style="padding: 0 10px;">m</td> <td style="padding: 0 10px;">e</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">bat</td> <td style="border: 1px solid black; padding: 2px;">cut</td> <td style="border: 1px solid black; padding: 2px;">Cap</td> </tr> </table> </div> <p>5. Making words activity</p> | b | m | e | bat | cut | Cap | <p>1. <u>Word Matters</u> appendix 7, 8, 9, 10</p> <p>1, 2, 3, 5. <u>Making Big Words</u></p> <p><u>Effective Reading Strategies</u> by Timothy Rasinski & Nancy Podak pg. 93-94</p> | <ul style="list-style-type: none"> • Running records • Given a paragraph with missing words, students will supply correct word choice (cloze procedure) • HSIW • Examine authentic student writing samples to determine students' application of letter/symbol correspondence. |
| b | m | e | | | | | | | |
| bat | cut | Cap | | | | | | | |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Phonemic Awareness, Word Recognition and Fluency | | | |
|--|---|---|---|
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| <p>4. Use knowledge of common word families (e.g., -ite, or -ate) to sound out unfamiliar words.</p> | <p>1. Model word analogies through shared writing and interactive writing Exp.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">hate late mate fate</p> </div> <p>2. Use magnetic letters to make words</p> | <p>1. & 2. <u>Word Matters</u> pp 155-160 Chapter 13</p> <p>2. <u>On Solid Ground</u> p. 188</p> <p>1. & 2. <u>Month by Month Phonics</u></p> | <ul style="list-style-type: none"> • Use p. 188 from <u>On Solid Ground</u> • Cut and paste word sort • Chapter 13 – <u>Word Matters</u> is an excellent resource for word study activities. |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

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| 5. Segment letter, letter blends and syllable sounds in words. | <p>1. Model how to identify beginning, middle and ending sounds in a word.</p> <p style="margin-left: 40px;">Exp. bait</p> <p style="margin-left: 40px;"><u>B</u> <u>M</u> <u>E</u></p> <p style="margin-left: 40px;">b a t</p> <p>2. Making words activities</p> | <p>1. & 2. <u>Word Matters</u> appendix 4 & 5 (high frequency words)</p> <p>2. <u>Making Big Words</u></p> | <ul style="list-style-type: none"> • Given a list of words, the student will identify the beginning, middle and ending sounds. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Phonemic Awareness, Word Recognition and Fluency | | | |
|---|---|--|--|
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| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 6. Distinguish and identify the beginning, middle and ending sounds in words. | 1. Making words activities 2. Model how to locate and distinguish the beginning, middle and ending sounds in words. 3. Closed word sort activities – words that begin with _____, have middle sounds _____, and ending sound _____. | 1. & 2. <u>Making Big Words</u> 1. & 2. <u>Word Matters</u> Chapter 13 word sorting activities. | <ul style="list-style-type: none"> Given a list of words, students will tell teacher the B, M, or E sound when asked. |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

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| 8. Demonstrate a growing stock of sight words. | <ol style="list-style-type: none"> 1. “Words I’m Learning Chart” put chart in word study folders. 2. Classroom Word Wall 3. Spelling list includes high frequency words 4. Look, Say, Cover, Write 5. Buddy check spelling 6. White boards – practice writing words quickly. | <ol style="list-style-type: none"> 1 - 6. <u>Word Matters</u> Appendix 4 & 5 Appendix 48 4. Appendix 42 5. Appendix 43 4. & 5. <u>Extending Our Reach K-2</u>, Chapter 2, pg. 20 & Chapter 13 | <ul style="list-style-type: none"> • Moves from temporary to conventional spelling. (Writing) • Spelling Assessments • Read high frequency word list. |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

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| 10. Read passages fluently with appropriate changes in voice, timing and expression. | 1. Read Alouds – teacher models fluency, phrasing, and expressive reading. 2. Teacher models and students share the role of reading for example shared or choral reading. 3. Shared Reading <ul style="list-style-type: none"> • Big Books • Poetry 4. Pair students on a lower reading level with fluent reader. | <u>Guided Reading</u> p. 80-81 Conversations p. 128 Extending Our Reach Chapter 8 p. 87 | <ul style="list-style-type: none"> • Fluency Rubric P 81 Guided Reading • Teacher observation during guided reading. • Mark running record with a fluency rating. |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

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| Proficiency Test Alignment: <i>Conceptual Understanding</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Identify words that have similar meanings (synonyms) and words that have opposite meanings(antonyms). | 1. Shared Writing or Interactive Writing chart and define synonyms and antonyms. 2. Reinforcement activity involving students. Question their understanding. | <u>Word Matters</u> Appendix 23 Appendix 24 <u>Reading Comprehension and Skills</u> – Grade 2 p. 95-108 | <ul style="list-style-type: none"> • Oral Assessment • Matching activity |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

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| 3. Classify words into categories (e.g., colors, fruits, vegetables). | <ol style="list-style-type: none"> 1. List or chart categories 2. Cut and paste words into categories. 3. Identify which word doesn't belong in a group. 4. Web words related to a category. | <p>Science, Social Studies and Health outcomes and related themes.</p> <p><u>Dr. Fry's Spelling Book</u></p> <p>Write Away</p> | <ul style="list-style-type: none"> • Create a list or chart. • Create a collage |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Acquisition of Vocabulary | | | |
|--|--|-------------------------------------|---|
| Proficiency Test Alignment: <i>Conceptual Understanding</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 4. Read accurately high-frequency sight words. | 1. High frequency word list 2. Create books with patterned text incorporating h. f. words. 3. High frequency list of words Personal chart, "Words I want to learn." | 1. <u>Word Matters</u> , Appendix 5 | <ul style="list-style-type: none"> • Read List |

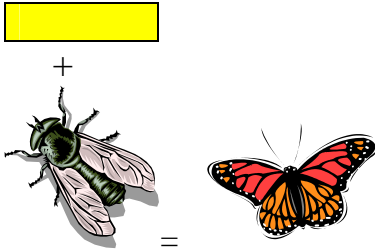
Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Acquisition of Vocabulary | | | |
|--|--|--|---|
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| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context. | 1. Define homographs and provide examples. 2. Students brainstorm list of homographs. 3. Chart remains up all year and can be added to at anytime. | 1. <u>Word Matters</u> , Appendix 25 2. <u>Write Away</u> – Student handbook pp. 270-275 Program guide p. 103 or 395 | <ul style="list-style-type: none"> • Sentence Samples Appendix 25 – Student will correct pronunciation according to appropriate selection. • Student rereads and self-correct if they mispronounce the homograph. |

Language Arts: Grade Two

Adams County/Ohio Valley
Course of Study

| Content Standard: Acquisition of Vocabulary | | | |
|---|---|--------------------------------------|--|
| Proficiency Test Alignment: <i>Structural Understanding</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 6. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound. | <p>1. Students illustrate compound words in literal terms. For example, butterfly</p>  <p>2. Define compound words and brainstorm examples.</p> <p>3. Students add definition and examples to their word study folders.</p> | 1. <u>Word Matters</u> , Appendix 19 | <ul style="list-style-type: none"> • Students match definition to compound word. • Students generate sentences using compound words in a meaningful context. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Acquisition of Vocabulary | | | |
|--|---|---|--|
| Proficiency Test Alignment: <i>Structural Understanding</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 7. Identify contractions and common abbreviations and connect them to whole words. | 1. Define contractions and brainstorm examples. Chart examples and display all year. 2. Students add contractions to their word study folders. 3. List abbreviations and connect to the word it represents. 4. Daily Oral Language | <u>Word Matters</u> Appendix 18 <u>Write Away</u> | <ul style="list-style-type: none"> • Matching example - do not – don't • Matching example - dr. - doctor |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Acquisition of Vocabulary | | | |
|--|--|--|---|
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| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 8. Determine the meaning of prefixes, including un-, re-, pre- and suffixes, including –er, -est, -ful, -less. | <p>1. Shared and guided reading, using words with prefixes correctly.</p> <p>2. Shared writing chart defining commonly used prefixes and suffixes students brainstorm, add to chart. Display in room and add all year.</p> <p>3. Locate words with specific prefixes/suffixes in guided reading or browsing box books. Write on own paper.</p> | <p>2. <u>Word Matters</u>, Appendix 20-21 <u>Making More Words Guide for Shared & Interactive Writing</u> adapted from North Adams Elementary School</p> <p>3. <u>Write Away Student handbook</u> p. 200-203</p> | <ul style="list-style-type: none"> • Matching test of commonly used prefixes/suffixes to meanings. • Student read teacher selected text with prefixes and suffixes and tell teacher meaning of words. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

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|--|---|--|--|
| Proficiency Test Alignment: <i>Structural Understanding</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words. | <p>1. Through shared reading activity teacher will focus on specific root words and how to distinguish them.</p> <p>2. Shared writing activity – chart words in their past, present and future form. Use each in sentence to clarify. Chart and display in room.</p> <p>3. Children copy chart and add to word study booklet.</p> | <u>Word Matters</u> Appendix 20, 22 | <ul style="list-style-type: none"> Given a root word students will construct a complete sentence using correct inflections. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Acquisition of Vocabulary | | | |
|---|--|---|--|
| Proficiency Test Alignment: <i>Tools and Resources</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 10. Determine the meaning and pronunciations of unknown words using a beginner's dictionary, glossaries and technology. | 1. Students look up words and write definitions of words. 2. Students work with a buddy to correctly pronounce the words. 3. Using a poster maker machine enlarge a page from the dictionary to teach guide words, pronunciation keys and definition, etc... | 1. Classroom dictionary Non-fiction Literacy books Social Studies Big Book kit. | <ul style="list-style-type: none"> Students write definitions from dictionary and generate a sentence and illustration. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies | | | |
|--|---|--|--|
| Proficiency Test Alignment: <i>Comprehension Strategies</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained.) | 1. Discussion 2. Literature Circle 3. Identify the targeted audience. | 1. Read Alouds 2. Guided Reading Materials. | <ul style="list-style-type: none"> • Student participation. • Student response is relevant and appropriate to topic. |

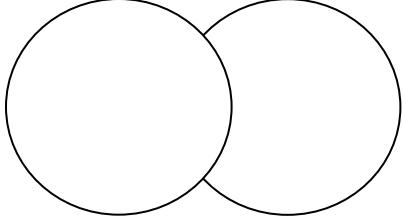
Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies | | | |
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| Proficiency Test Alignment: <i>Comprehension Strategies</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge. | 1. Picture Walk 2. Predict Events 3. Think Alouds | <u>Conversations</u> p. 77 Read Alouds Guided Reading Materials | <ul style="list-style-type: none"> • Reasonable predictions • Students express their thoughts, opinions, and judgments based on prior experiences and illustrations. • Comprehension checks. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

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|--|--|------------------|----------------------|----------------|--|--|--|--|---|
| Proficiency Test Alignment: <i>Comprehension Strategies</i> | | | | | | | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> | | | | | | |
| 3. Compare and contrast information in texts with prior knowledge and experience. | <p>1. Venn Diagram</p>  <p>2. K-W-L Chart</p> <table border="1" data-bbox="634 795 1054 982"> <tr> <td>What I know</td> <td>What I want to learn</td> <td>What I learned</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> | What I know | What I want to learn | What I learned | | | | | <ul style="list-style-type: none"> • Student participation • Given the information the students compare and contrast information. |
| What I know | What I want to learn | What I learned | | | | | | | |
| | | | | | | | | | |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies | | | |
|--|--|---|---|
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| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. | 1. After reading a poem students will identify the purpose and audience. 2. Classroom charts of themes. 3. Facts/Opinions 4. Teacher generates questions for student response. 5. Read Alouds-Questions and discussion afterwards and throughout reading. 6. Guiding Reading – Questions throughout and after story. 7. Scholastic 8. Independent or Guided Reading | 4. Bloom’s Taxonomy Questioning Techniques <u>Strategies That Work</u> by Harvey & Gondvis, Chapter 7, pg. 81-94 & Chapter 8 5. Trade books, selected basal stories. 6. Guiding Reading books, other teacher hosen reading selections. 7. Student magazine 8. <u>Reading Comprehension and Skills</u> Grade 2 pp. 15-74 | <ul style="list-style-type: none"> • Accelerated Reader Program • Discussion and questioning during and after read alouds and guided reading. • Teacher developed written questions. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies | | | |
|---|---|--|---|
| Proficiency Test Alignment: <i>Self-Monitoring Strategies</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| <p>7. Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.</p> <p>8. Monitor reading comprehension by identifying word errors and self-correcting.</p> | <p>1. Guided Reading</p> <p>2. Teacher models how to cross-check reading cues, search for more information, and self-correct.</p> | <p>1. <u>Guided Reading</u> p. 89-96</p> | <ul style="list-style-type: none"> • Running Records |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies | | | |
|---|--|--|---|
| Proficiency Test Alignment: <i>Independent Reading</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| <p>9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>10. Independently read books for various purposes (e.g., enjoyment for literary experience, to gain information or to perform a task).</p> | <p>1. Teacher identifies book selection criteria.</p> <p>2. Teacher models how to use the criteria to select a book for reading.</p> | <p><u>Snapshots</u>, pg. 173 "Choosing a just right book."</p> | <ul style="list-style-type: none"> • Observation |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Reading Applications: Informational, Technical and Persuasive Text | | | |
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| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| <p>1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend text.</p> | <p>1. Use overheads to point out features of table of contents, glossary, captions, and illustrations.</p> <p>2. Discuss and examine components listed in indicator 1 using science and social studies books.</p> <p>3. When available use <u>Weekly Reader</u>, <u>Scholastic</u> or <u>Time for Kids</u>. Students will examine illustrations and captions in order to add meaning to print.</p> | <p>1. <u>Conversations</u>, pg. 392-93, pg.553</p> <p>2. Big books</p> <ul style="list-style-type: none"> • Science • Social Studies <p>3. <u>City Spaces</u> – Students textbook pg. 227</p> | <ul style="list-style-type: none"> • Given a table of contents, and/or glossary students will use information to answer questions. • P. 76 Student Work |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

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| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Arrange events from informational text in sequential order. | 1. Graphic Organizers 2. Time lines 3. Be an expert on something students develop a book about "How to do..." and share with their peers. 4. Retelling of fictional and non-fiction stories. | 2. Social Studies series 4. Conversations 116, 128 | <ul style="list-style-type: none"> • Completes a graphic organizer • Cut and paste events in order • Illustrate beginning, middle and end. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

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|--|---|--|--|
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| 3. List questions about essential elements from informational text (e.g., why, who, where, what, when and how_ and identify answers. | 1. Incorporate time to ask questions after reading an informational text. 2. Read Alouds Shared Reading Guided Reading | 1. Non-fiction books, student magazines <ul style="list-style-type: none"> • Scholastic • Time for Kids • Weekly Reader | <ul style="list-style-type: none"> • Given a short informational piece, student will write 3-5 different questions. |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Reading Applications: Informational, Technical and Persuasive Text | | | |
|---|--|--|---|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 4. Classify ideas from informational texts as main ideas or supporting details. | <ol style="list-style-type: none"> 1. Webbing techniques 2. Graphic Organizers 3. Learning log activities | <p><u>Strategies That Work</u>, pg. 93, 94, & 1135</p> <ul style="list-style-type: none"> • See Resource IV.4 in appendix | <ul style="list-style-type: none"> • Learning Log • Student will make a list of main ideas from given text. • Students will web supporting details around the main idea, then will organize information into paragraph form. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Reading Applications: Informational, Technical and Persuasive Text | | | |
|---|--|--|--|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 5. Identify information in diagrams, charts, graphs and maps. | 1. Read Weekly Reader or Scholastic. 2. Social Studies Text and related materials. 3. Data folder 4. Pizza wheel (circle graphic organizer) | 1. <u>Scholastic Weekly Reader</u> 4. <u>Alternatives To Worksheets</u> Pg. 27 (Group Store pie) | <ul style="list-style-type: none"> • Social studies assessments • Math assessments |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Reading Applications: Informational, Technical and Persuasive Text | | | |
|---|---|------------------|---|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 6. Analyze a set of directions for proper sequencing. | 1. Sequence pictures 2. Cut and reassemble in sequential order <ul style="list-style-type: none"> • Recipes • Flow chart for daily routine 3. Written procedures for daily routine | | <ul style="list-style-type: none"> • Reassemble a set of directions. |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Reading Applications: Literary Text | | | |
|--|--|--|--|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| <p>1. Compare and contrast different versions of the same story.</p> | <p>1. Read Aloud followed up with a Venn Diagram activity.</p> <p>2. Students listen to different versions of the stories on tape and create a Venn Diagram.</p> <p>3. Students compare/contrast themselves with the character from the story.</p> | <p><u>Cinderella or Trade Books</u></p> <p><u>The Three Little Pigs</u></p> <p>Point of View Books</p> | <ul style="list-style-type: none"> • Student can orally or in writing differentiate versions of the story. • Child will complete Venn Diagram comparing and contrasting two stories. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Reading Applications: Literary Text | | | |
|--|--|--|---|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Describe characters and setting. | 1. Read Alouds <ul style="list-style-type: none"> Identify and discuss 2. Shared Reading <ul style="list-style-type: none"> List or chart 3. Guided Reading <ul style="list-style-type: none"> Learning Logs – Students write who characters are and describe setting. 4. Riddling Along 5. Dioramas | 1. 2 nd grade book list 1. & 3. <u>Guided Readers & Writers, Grades 3-6, Appendix 20, 22, 23</u> 4. <u>Revisit, Reflect, Retell, pg. 98</u> | <ul style="list-style-type: none"> List of character's traits. Illustrate setting. Orally describe |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Reading Applications: Literary Text | | | |
|--|---|---|---|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 3. Retell the plot of a story. | 1. Model the process of retelling. Using key words... First Next Then After that Finally 2. Story maps and illustrations 3. Filmstrip-Students illustrate events and tell about the story. 4. Plot chart | 1. <u>Alternatives to Worksheets</u> by Creative Teaching Press Pg. 71 2. <u>Revisit, Reflect, Retell</u> , Linda Hoyt-Story Scaffold Pg. 83 4. <u>Alternatives To Worksheets</u> . Pg. 25 5. Graphic Organizers from SIRI 2 | <ul style="list-style-type: none"> • Student retells plot of story to teacher orally. • Student writes plot of story. • Stories chosen to use for assessment are based upon the student's reading level. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Reading Applications: Literary Text | | | |
|---|--|------------------|--|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 4. Distinguish between stories, poems, plays, fairy tales and fables. | 1. Teacher keeps a log of books read alouds, and charts the different genres. This is displayed in class. 2. Define each type of story. 3. Students graph their favorite types of stories. 4. Students graph guided reading books according to genre. | | <ul style="list-style-type: none"> • Student classify stories according to the genre. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Reading Applications: Literary Text | | | |
|--|---|---|--|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 5. Identify words from texts that appeal to the senses. | 1. Poetry – Ex: highlight words that relate to one of the senses. 2. Integration of health, science, and social studies. | <u>Apples</u> Crisp, crunchy, crackly apples Round, red, rotten apples Smelly, smooth, succulent apples Apples Revisit, Reflect, Retell p. 132 | <ul style="list-style-type: none"> Classify words from the apple poem according to the five senses. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Reading Applications: Literary Text | | | |
|--|---|--|--|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 6. Identify the theme of a text. | 1. After a Read Aloud, ask the following questions. <ul style="list-style-type: none"> • What did the character learn? • What can we learn from this story? • What is this story really about? • What was the author’s message? | 1. <u>Extending Our Reach</u> , Grades K-2, Chapter 5, pg. 53 Read Aloud List – Grade 2 | <ul style="list-style-type: none"> • Class participation and justification of response. |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Writing Processes | | | |
|--|--|---|---|
| Proficiency Test Alignment: <i>Prewriting</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| <p>1. Generate writing ideas through discussions with others.</p> <p>2. Develop a main idea for writing.</p> | <p>1. Shared Writing</p> <p>2. Interactive Writing</p> <p>3. Buddy Writing</p> <p>4. Independent Writing</p> <p>5. Writer's Workshop</p> <ul style="list-style-type: none"> • Topics I Can Write About <p>6. Class discussion</p> <p>7. Classroom list of topics</p> <p>As class shares stories or teacher shares with class the teacher can chart ideas that are generated on a class list. This list can be used as a resource in the room.</p> | <p>5. <u>Word Matters</u> Appendix 46</p> | <ul style="list-style-type: none"> • Students create a list of topics. |

Language Arts: Grade Two

Adams County/Ohio Valley
Course of Study

| Content Standard: Writing Processes | | | |
|--|--|------------------|-------------------|
| Proficiency Test Alignment: <i>Prewriting</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 3. Develop a purpose and audience for writing. | 1. Teacher or Student will ask: "For who and why am I writing this piece?" | | |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Writing Processes | | | |
|--|--|---|--|
| Proficiency Test Alignment: <i>Prewriting</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| <p>4. Use organizational strategies (e.g., brainstorming, list, webs and Venn diagrams) to plan writing.</p> | <p>1. Teacher models how to generate list, webs, ideas wheels, etc. As a group or shared writing activity, students and teacher utilize pre-writing activities to eventually create a story.</p> <p>2. Writer's Workshop</p> | <p>2. <u>Word Matters</u>, Chapter 16</p> | <ul style="list-style-type: none"> • Students utilize a variety of pre-writing strategies to organize their thoughts. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Processes | | | | | | | | | |
|--|---|------------------|-------------------|------------|--|--|--|--|---|
| Proficiency Test Alignment: <i>Drafting, Revising and Editing</i> | | | | | | | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> | | | | | | |
| 5. Organize writing with a developed beginning, middle and end. | <p>1. Shared/Interactive Writing Visual Aid</p> <table border="1"> <tr> <td><u>Beginning</u></td> <td><u>Middle</u></td> <td><u>End</u></td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>2. Story Sequence Flip Books</p> <p>3. Fold paper plate into fourths. Write title and author in the first section. In the remaining sections, illustrate the beginning, middle and end of a story. Write about each one.</p> | <u>Beginning</u> | <u>Middle</u> | <u>End</u> | | | | <p>3. <u>Alternative to Worksheets</u>, pg. 27</p> | <ul style="list-style-type: none"> • Student writes story with an organized beginning, middle and end. Teacher assess. |
| <u>Beginning</u> | <u>Middle</u> | <u>End</u> | | | | | | | |
| | | | | | | | | | |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Processes | | | |
|---|--|-------------------|---|
| Proficiency Test Alignment: <i>Drafting, Revising and Editing</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 6. Use a range of complete sentences, including declarative, interrogative and exclamatory. | 1. Daily Oral Language Activities 2. Shared Writing - Model correct usage of sentences and ask for clarification. | 1. D.O.L. Manuals | 1) Students write a paragraph using a variety of sentences including declarative, interrogative and exclamatory. 2) Write spelling words in complete sentences which include the three types of sentences. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Processes | | | |
|--|---|------------------|--|
| Proficiency Test Alignment: <i>Drafting, Revising and Editing</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 7. Include transitional words and phrases. | <p>1. Teacher models a variety of language patterns. Words Like:</p> <ul style="list-style-type: none"> • however • therefore • even though • but <p>2. Encourage students to incorporate a variety of words in their writing and verbal responses.</p> | | 1) Evaluate writing samples to see if students are using transitional words. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Processes | | | |
|--|--|--|-------------------|
| Proficiency Test Alignment: <i>Drafting, Revising and Editing</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate. | 1. Teacher reads books with specific dialogue or language style (inflection, sentence style, dialect, and vocabulary). 2. Shared writing of class created story using a "style" | 1. Trade books provided with social studies text series. 2. Cajun 3 Little Pigs Cajun Gingerbread Literacy Room | |

Language Arts: Grade Two

Adams County/Ohio Valley
Course of Study

| Content Standard: Writing Processes | | | |
|--|---|---------------------------------------|--|
| Proficiency Test Alignment: <i>Drafting, Revising and Editing</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 9. Use available technology to compose text. | 1. Students will be given the opportunity to write final drafts on student writing center or other word processing program. | 1. Computer - word processing program | <ul style="list-style-type: none">• Teacher observation of student published work. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Processes | | | |
|--|--|-----------------------------------|---|
| Proficiency Test Alignment: <i>Drafting, Revising and Editing</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair). | 1. Shared group activity - re-read and proof a piece of writing. 2. Peer edit a piece of writing. 3. Using the "Writers Workshop" framework provide a chance for students to ask questions, give comments/suggestions. | 3. <u>Word Matters</u> Chapter 16 | <ul style="list-style-type: none"> • Teacher observation |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Processes | | | |
|--|--|--|---|
| Proficiency Test Alignment: <i>Drafting, Revising and Editing</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 11. Add descriptive words and details and delete extraneous information. | 1. Whole group proof-reading and modeling of a student or teacher created writing sample (poster size) 2. Brainstorm list of synonyms for commonly used descriptive words. Display charts in room for reference. 3. Peer editing 4. Teacher conferencing with small groups or 1 on 1. 5. Read and discuss 6. Describing Wheel | 5. Write Away Student Handbook 6. Write Away Program Guide Appendix 593 | <ul style="list-style-type: none"> • Teacher observation • Student work samples |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Processes | | | |
|--|---|--|--|
| Proficiency Test Alignment: <i>Drafting, Revising and Editing</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 12. Use resources (e.g., word wall, beginner’s dictionary and word bank) to select effective vocabulary. | <p>1. Teach how to use word wall and continually make references. (add words, take away words as needed.)</p> <p>2. Writing folder includes a copy of words I’m Learning. Students will generate personal list of words.</p> <p>3. Students peer edit/share with whole group writing samples, provide ideas for better word choices etc.</p> <p>4. Students will create a list of words commonly mis-spelled in their personal writing.</p> | <p>1. Word Wall</p> <p>2. Word Matters, Appendix 50</p> <p>3. Dictionaries Thesaurus Charts in room (student created)</p> <p>4. Writing folder will include high frequency word list. Word Matters, Appendix 4 & 5. <u>Guided Reading</u>, Fountas & Pinnell</p> | <ul style="list-style-type: none"> • Student will write rough draft and then when given opportunity to re-write, change words to include more effective vocabulary. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Processes | | | |
|---|---|---|--|
| Proficiency Test Alignment: <i>Drafting, Revising and Editing</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 13. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization). | 1. Whole group proof-reading of writing selection. Point out, notice and correct errors in mechanics. 2. Peer edit 3. Teacher conference with small groups or 1 on 1 4. Daily Oral Language 5. Proofreading checklist | 1. Overheads of various pieces of writing. 4. Daily Oral Language workbook 5. <u>Write Away</u> | <ul style="list-style-type: none"> • Student samples in working portfolio • Given a set of 10 sentences with various mechanical errors, student will correct mistakes. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Processes | | | |
|---|--|--|---|
| Proficiency Test Alignment: <i>Drafting, Revising and Editing</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 14. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. | <p>1. Group shared writing activity to formulate a checklist for writing. Ex: My Writing Must Have</p> <ul style="list-style-type: none"> - a. Periods and capitals - b. Indented - c. Complete sentence - d. Makes sense B - M- E - e. Stays on topic - f. Use descriptive words - g. Other etc. <p>2. Children independently use checklist in daily writing.</p> <p>3. Teacher can check student use of checklist/rubric by conferencing.</p> | <p>1. See appendix for writing checklists</p> <ul style="list-style-type: none"> • Write Away Program Guide – Assessments section 495-521 | <ul style="list-style-type: none"> • Teacher observation |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Processes | | | |
|---|--|---|---|
| Proficiency Test Alignment: <i>Publishing</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 15. Rewrite and illustrate writing samples for display and for sharing with others. | 1. Teacher will model how to re-write 2. Student will choose a writing sample from writer's workshop folder to re-write and illustrate. 3. Display stories in browsing boxes 4. Letter to cooks, principal, community leaders etc. 5. Display work in room, in hall * Steps of writing process apply to this objective Pre-writing Rough draft Revision Editing Publishing | 1. <u>Word Matters</u> , Chapter 16 (Writer's Workshop) Writing Process: Write Away Student Handbook pg. 18-23 | <ul style="list-style-type: none"> Final completed draft |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Writing Applications | | | |
|---|---|---|--|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| <p>1. Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.</p> | <p>1. Cross reference to indicator # 14 "Writing Processes"</p> <p>2. Share examples that are both good and bad. Then students can compare, contrast and correct.</p> | <p>1. Checklists – see appendix</p> <p>2. Write Away Program Guide Rubric Pg. 497-500</p> | <ul style="list-style-type: none"> • Writing rubric |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Applications | | | |
|--|--|---|--|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Write responses to stories by comparing text to other texts, or to people or events in their lives. | 1. Using a Venn Diagram to compare yourself to a character in a story, the writer will compile information into one or two paragraphs. | 1. Venn Diagram template in <u>Guided Readers and Writers</u> , Appendix 18 Alternatives to Worksheets, Pg. 80 | <ul style="list-style-type: none"> Students will write a complete paragraph is complete with factual information. Paragraph consists of at least three statements explaining how they are alike (people, events, book). |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Writing Applications | | | |
|---|---|--|--|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| <p>3. Write letters or invitations that include relevant information and follow letter format (e.g., date, proper salutation, body, closing and signature).</p> | <p>1. Use components to identify a letter.</p> <p>2. Authentic writing Write to:</p> <ul style="list-style-type: none"> • Pen pal • classmates • parents • principal • cooks • grandparents • bus drivers • military personnel <p>3. Visit the local post office</p> <p>4. Write a party invitation (who, what, where and when)</p> | <p><u>Conversations</u>, pg..331-338</p> <p>Writing checklists appendix</p> <p><u>Write Away</u> Student Handbook, pg. 72</p> <p>Write Away Program Guide, pg. 109-112</p> | <ul style="list-style-type: none"> • Students will write a letter including all five parts. |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Writing Applications | | | |
|---|--|--|---|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| <p>4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.</p> | <ol style="list-style-type: none"> 1. Writing Center 2. Secret Pals 3. Journals 4. Learning Logs 5. Message Boards 6. Wrist Band (school to home messages) 7. Mail Center | <p><u>Conversations</u>, pg. 262</p> <p>Alternatives to worksheets</p> | <ul style="list-style-type: none"> • Informal - class participation • Teacher observation |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Conventions | | | |
|---|--|---|--|
| Proficiency Test Alignment: <i>Handwriting</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 1. Print legibly, and space letters, words and sentences appropriately. | 1. Independent Writing 2. Journal Writing 3) Writer's Workshop 4) Teacher/Student Conferences | <u>Word Matters</u> p. 143-144 <u>Conversations</u> p. 272 | <ul style="list-style-type: none"> • Evaluate writing samples. • Teacher observation/checklist |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Writing Conventions | | | |
|---|---|---|---|
| Proficiency Test Alignment: <i>Spelling</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Spell words with consonant blends and diagraphs. | <ol style="list-style-type: none"> 1. Shared reading of illustrated charts . Ex: tr-tree 2. Magnetic letters – making and breaking words 3. Wiggle Works <ul style="list-style-type: none"> • making and breaking words on the magnetic board. 4. Brainstorm and list words as a group or individually. | <p><u>Word Matters</u> Appendix 7, 8, and 9</p> <p><u>Month by Month Phonics</u> Mystery Words Making Big Words</p> | <ul style="list-style-type: none"> • Oral • Written • HSIW |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Writing Conventions | | | |
|---|--|--------------------------------------|--|
| Proficiency Test Alignment: <i>Spelling</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 3. Spell regularly used and high-frequency words correctly. | <p>1. Word races from word wall.</p> <p>Students use white boards to practice writing and reading high frequency words fluently. One student calls out a word from the word wall and the other students write and read the word quickly.</p> <p>2. Authentic writing</p> <ul style="list-style-type: none"> • journals • writer's workshop <p>3. From writing, students highlight high frequency words that need more attention.</p> | <u>Word Matters</u> , Appendix 4 & 5 | <ul style="list-style-type: none"> • Evaluate spelling from unedited writing samples. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Conventions | | | |
|--|---|--|---|
| Proficiency Test Alignment: <i>Spelling</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 4. Spell words studied (e.g., word lists, text words) correctly. | 1. Use white boards to have spelling races. 2. Type a list of words to study on Student Writing Center. 3. Use word wall. | 1. Student generated list. 2. Spelling list. 3. <u>Word Matters</u> High frequency word list. Write Away Teachers Guide Weekly Spelling Words, Pg. 191-192 | <ul style="list-style-type: none"> • Spelling test • Check writing samples for accurate spelling. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Conventions | | | |
|--|--|--|--|
| Proficiency Test Alignment: <i>Spelling</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 5. Spell plurals and verb tenses correctly. | 1. Chart various verb tenses. Example: <ul style="list-style-type: none"> • walk • walks • will walk 2. Reinforcement activities included in the <u>Write Away</u> program guide, pg. 67-76 3. Write Away Student Handbook, pg. 281-282 | 1. <u>Word Matters</u> Appendix 27 "Forming Plurals", pg. 98 2. <u>Write Away</u> , pg. 67-76 Skills Book | <ul style="list-style-type: none"> • Spelling Test • Writing Samples • <u>Write Away</u> program guide, pg. 415 |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Conventions | | | |
|---|--|---|--|
| Proficiency Test Alignment: <i>Spelling</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 6. Begin to use spelling patterns and rules correctly (e.g., dropping silent e before adding -ing). | <p>1. <u>Shared Writing</u> - create a list of long a, e, i, o, u words. Read chart during shared reading.</p> <p>2. Direct instruction student handbook, pg. 196-197</p> <p>3. Demonstrate several examples of dropping silent e and adding ing. come make coming making</p> <p>4. Students practice making and breaking words with silent e by using magnetic letters or letter tiles.</p> | <p>1. <u>Word Matters</u> "Useful Spelling Rules", pg. 101</p> <p>2. <u>Write Away</u> student handbook, pg. 196-197 Appendix General phonics Rules</p> <p>Write Away Teachers Guide, Pg. 191-192</p> | <ul style="list-style-type: none"> • word sorts • spelling test • writing |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Conventions | | | |
|--|--|---|--|
| Proficiency Test Alignment: <i>Spelling</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 7. Use spelling strategies (e.g., word wall, word list, thinking about the base word and affixes). | 1. Word Wall 2. Name Charts 3. Charts with categories of words. 4. Pocket Charts for spelling words. 5. Spelling Bee Baseball 6. Check your spelling 7. Write Away Student Handbook, Spelling Tips, pg. 268-269. | 1. <u>Word Matters</u> Chapter 4 and 5. <u>Write Away Teacher's Guide</u> , pg. 219 6. <u>Write Away Student Handbook</u> , pg. 262-267 | <ul style="list-style-type: none"> Analyze writing samples. |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Writing Conventions | | | |
|---|--|---|---|
| Proficiency Test Alignment: <i>Punctuation an Capitalization</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 8. Use periods, question marks and exclamation points as endpoints correctly. | 1. Mini-Lessons 2. Shared Writing/Interactive Writing 3. Editing Punctuation | 1. <u>Write Away</u> <ul style="list-style-type: none"> • Program Guide p. 295, 296 • Student Handbook, pg. 249, 250 & 251. | <ul style="list-style-type: none"> • Program Guide p. 524-525 • Students apply correct ending punctuation in their writing. |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Writing Conventions | | | |
|--|---|---|---|
| Proficiency Test Alignment: <i>Punctuation and Capitalization</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 9. Use quotation marks. | <p>1. Shared/Interactive Writing Teacher models how to quote speaking parts.</p> <p>2. Shared Reading & Guided Reading Focus on speaking parts.</p> <p>3. Daily Oral Language activities.</p> | <p>1. <u>Write Away</u></p> <ul style="list-style-type: none"> • Student handbook, pg. 255 • Program guide, pg. 330-331 • Editing skills book and proofreading practice, pg. 37-40 <p>2. Guided Reading books, big books</p> <p>3. Daily Oral Language</p> | <ul style="list-style-type: none"> • Student uses quotation marks correctly in personal writing. |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Writing Conventions | | | |
|--|---|---|---|
| Proficiency Test Alignment: <i>Punctuation and Capitalization</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 10. Use correct punctuation for contractions and abbreviations. | 1. Shared Writing 2. Match contractions with the two words. 3. Chart contractions and display in the classroom 4. Student handbook, pg. 204, & 205 5. Program Guide, pg. 323-326 6. Daily Oral Language activities | 2. <u>Word Matters</u> , pg. 96 3. <u>Write Away</u> <ul style="list-style-type: none"> • Student handbook, pg. 254 and 260-261 | <ul style="list-style-type: none"> • Writing samples • Teacher dictates and student will write. For example "Write the contraction for do not." |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Conventions | | | |
|---|---|--|--|
| Proficiency Test Alignment: <i>Punctuation and Capitalization</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days). | 1. Shared Reading and Interactive Writing. Teacher models, students discuss. 2. Overhead demonstrations of writing conventions 3. Conferences about writing samples 4. Daily Oral Language | 1. <u>Write Away</u> Program Guide, pg. 337-358 3. <u>Conversations</u> , pg. 319 4. D.O. L. | <ul style="list-style-type: none"> • Editing and proofreading paragraphs. |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Writing Conventions | | | |
|---|---|--|--|
| Proficiency Test Alignment: <i>Grammar and Usage</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 12. Use nouns, verbs and adjectives correctly. | During a shared writing activity teacher demonstrates correct and inc correct use of nouns, verbs and adjectives. | <p>1. <u>Write Away</u> program guide (several pages)</p> <p>Nouns, pg. 379-382 pg. 413-422 Common nouns, 417-420 Mini Lessons, 461-462 Plural, 415-416 Possessive, 327-328, 421-422, 425-426 & 432 Proper nouns, 417-420 Singular nouns, 415-416</p> <p>2. Verbs, pg. 381-382 Action, 429-432, 536-537 Irregular, 464 Linking, 431-432 Mini lessons, 463-465 Tense, 433-434</p> <p>3. Adjectives, pg. 435-438 & 464-465</p> | <ul style="list-style-type: none"> • Nouns Assessment, pg. 532-533 • Verbs, pg. 536-537 • Adjectives, pg. 538-539 |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Writing Conventions | | | |
|---|---|---|---|
| Proficiency Test Alignment: <i>Grammar and Usage</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 14. Use personal pronouns. | <p>1. In a shared writing experience, the class will compose story. Teacher will point out personal pronouns.</p> <p>The words will be high lighted.</p> <p>2. Interactive chart made of personal pronouns.</p> <p>3. Students look through writing samples and high light personal pronouns.</p> <p>4. Go through guided reading books and list personal pronouns.</p> | <ul style="list-style-type: none"> • chart paper • high-lighters • guided reading books • <u>Write Away</u> handbook, pg. 280 • <u>Write Away</u> program guide, pg. 423-428 | <ul style="list-style-type: none"> • Students write specified # of sentences using personal pronouns. • <u>Write Away</u> program guide, pg. 423-428 & pg. 534-535 • Observation of authentic student writing samples. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Conventions | | | |
|--|---|--|--|
| Proficiency Test Alignment: <i>Grammar and Usage</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 15. Use past and present verb tenses (e.g., “we were” rather than “we was”). | <p>1. Teacher can show examples of correct and incorrect use of verb tenses. Allow time for students to discuss what sounds right.</p> <p>2. Explain singular and plural use of verbs.</p> <p>3. Daily Oral Language sentences to correct.</p> <p>4. Allow student time to proofread their own work/stories from their writing portfolio and journals and look for misuse of verb tenses.</p> | <p>1. Teacher made sentences/examples.</p> <p>3. D.O.L. booklet.</p> <ul style="list-style-type: none"> • <u>Write Away</u> student handbook, pg. 281 • <u>Write Away</u> program guide, pg. 433-434 | <ul style="list-style-type: none"> • Teacher made test • Student writing samples • <u>Write Away</u> program guide, pg. 433-434 |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Writing Conventions | | | |
|---|--|--|--|
| Proficiency Test Alignment: <i>Grammar and Usage</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 16. Use nouns and pronouns that are in agreement. | 1. Teacher can show examples of sentence with correct and incorrect noun and pronoun agreement. 2. Discussion of errors and how to decide what is correct/incorrect. 3. Daily Oral Language 4. Students can look through own writing samples to check for noun and pronoun agreement errors. 5. Peer editing of writing. | 3. Daily Oral Language 4. Writing Samples | <ul style="list-style-type: none"> • Teacher made test of incorrect sentences for students to re-write correctly. • Teacher observation of <u>oral</u> language. |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Research | | | |
|--|---|--------------------------------------|---|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| <p>2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).</p> | <p>1. Assist class in "how to" look for reference materials during scheduled library time.</p> <p>2. Show how to search for information on the web-can use <u>Aver key</u> to show computer screen on T.V. screen for better viewing.</p> <p>3. Set up a visit to public library - show how to search/use reference materials.</p> <p>4. Bring in reference books related to topic for kids to use in room. The librarians are good at gathering materials for you.</p> | <p>2. Aver key</p> <p>3. Library</p> | <ul style="list-style-type: none"> • Teacher observation of student participation. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Research | | | |
|---|---|---|--|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| <p>3. Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.</p> <p>*This indicator is very closely related to the previous indicator.</p> | <p>1. Teacher should select and limit the resources that will be used and instruct how to use, accordingly.</p> <p>2. As a book or web site is viewed the teacher will ask children what they learned from this or what was important.</p> <p>3. Add this information to the class KWL made with indicator # 1.</p> <p>4. Experiments could be conducted to fit with topic. Record observations on chart paper/learning logs.</p> | <p>2. Computer access Aver key Resource books related to topic.</p> <p>3. KWL chart</p> | <ul style="list-style-type: none"> • Teacher observation of student participation • Formal writing in learning logs or written notes |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Research | | | |
|--|--|--|---|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 4. Identify important information and write brief notes about the information. | 1. After a whole group discussion of what is important from the resources, show children how to write down this information. Use chart paper, KWL charts, individual student KWL charts and learning logs or note cards. | 1. Reference materials KWL chart, (whole group and individual) note cards chart paper | <ul style="list-style-type: none"> • Teacher observation of student participation. • Individual KWL charts with 3-5 written pieces of new information learned/gathered. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Research | | | |
|---|---|---|--|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 5. Sort relevant information about the topic into categories with teacher assistance. | <p>1. From the class KWL chart teacher will demonstrate how to locate 2-3 specific subtopics about the main topic.</p> <p>2. From the subtopics, the teacher will show how to sort through the notes taken and sort it with the correct subtopic.</p> <p>3. Kids can be grouped heterogeneously to assist in locating and sorting their information - teacher assists all groups.</p> | <p>1. A worksheet could be made to assist in helping children sort information. Example: Lions (topic) (1) <u>Where They Live (subtopic)</u> _____ _____ _____ (2) <u>Food They Eat (subtopic)</u> _____ _____ _____</p> <p>This type of worksheet could be made into poster size. Teacher could model how to complete.</p> | <ul style="list-style-type: none"> Completed worksheets |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Research | | | |
|---|---|------------------|---|
| Proficiency Test Alignment: | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 6. Report important findings to others. | <p>1. Discussion with class on how they would like to present their information. Examples: Individual reading of report</p> <p>2. Display on poster</p> <p>3. Videotape or teacher set up own individual criteria.</p> <p>NOTE: Depending on what presentation is decided upon - many oral, visual, listening indicators can be incorporated with this project.</p> | | <ul style="list-style-type: none"> • Checklist of completed activities. Example <p>-1 Used 1-2 resources -2 Completed KWL chart -3 Had written information sorted -4 Presented to class.</p> |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Communication: Oral and Visual | | | |
|--|--|--|--|
| Proficiency Test Alignment: <i>Listening and Viewing</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 1. Use active listening strategies, such as making eye contact and asking for clarification and explanation. | 1. Teacher will explain and model active listening skills. 2. Students will present journal entries, writing pieces and simple research projects allowing regular opportunities for the practicing of listening skills. | 2. Journal entries, student writing pieces, read alouds. | <ul style="list-style-type: none"> • Teacher observation • Checklist |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Communication: Oral and Visual | | | |
|---|---|------------------|--|
| Proficiency Test Alignment: <i>Listening and Viewing</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Compare what is heard with prior knowledge and experience. | 1. In large or small group setting students will discuss read alouds and other students' oral presentations- Make references to connections Text to self Text to world Text to text | 1. Read Alouds | <ul style="list-style-type: none"> • Teacher observation • Checklist |

Language Arts: Grade Two

Adams County/Ohio Valley
Course of Study

| Content Standard: Communication: Oral and Visual | | | |
|---|---|--|---|
| Proficiency Test Alignment: <i>Listening and Viewing</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 3. Identify the main idea of oral presentations and visual media. | 1. Students will respond to oral presentations and visual media by writing their ideas in a learning log. | 1. Student work Movies Play or drama | <ul style="list-style-type: none">• Student will write or respond orally their interpretation of the main idea. |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Communication: Oral and Visual | | | |
|---|---|------------------|---|
| Proficiency Test Alignment: <i>Listening and Viewing</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 4. Follow two- and three-step oral directions. | <ol style="list-style-type: none">1. Students will follow simple two and three step directions related to classroom and school behavior.2. Students may play a game requiring oral directions. | | <ul style="list-style-type: none">• Observation• Checklist |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Communication: Oral and Visual | | | |
|--|--|------------------|--|
| Proficiency Test Alignment: <i>Speaking Skills and Strategies</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 5. Demonstrate an understanding of the rules of the English language. | 1. Students will use rules of English language in oral discussions and in written communications. <ul style="list-style-type: none"> • D.O.L. • Students will be prompted to correct grammar usage by teachers and other students. • Teacher questions students about certain rules used during the writing of a shared or interactive writing piece. | | <ul style="list-style-type: none"> • Journal writing • Writing pieces • Teacher observation/checklist |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Communication: Oral and Visual | | | |
|---|--|------------------|--|
| Proficiency Test Alignment: <i>Speaking Skills and Strategies</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 6. Select language appropriate to purpose and use clear diction and tone. | 1. Teacher will model clear speaking in a group setting. 2. Students will practice speaking clearly in guided reading and group presentations. 3. In a shared writing activity, students can brainstorm and list what guidelines should be used when speaking. | Chart paper | <ul style="list-style-type: none"> • Teacher observation • Teacher checklist |

Language Arts: Grade Two

Adams County/Ohio Valley Course of Study

| Content Standard: Communication: Oral and Visual | | | |
|--|--|------------------|---|
| Proficiency Test Alignment: <i>Speaking Skills and Strategies</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 7. Adjust volume to stress important ideas. | 1. Teacher will model raising and lowering voice in small and large group setting. | | <ul style="list-style-type: none">• Checklist• Teacher observation |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Communication: Oral and Visual | | | |
|--|--|-----------------------------|-------------------|
| Proficiency Test Alignment: <i>Speaking Applications</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| <p>8. Deliver informational presentations that:</p> <ul style="list-style-type: none"> a. present events or ideas in logical sequence and maintain a clear focus; b. demonstrate an understanding of the topic; c. include relevant facts and details to develop a topic; d. organize information with a clear beginning and ending; e. include diagrams, charts or illustrations as appropriate; and f. identify sources. <p>*This indicator can be implemented with the research indicators.</p> | <p>1. Students will select a subject of interest to research. Student will select 6-8 pieces of information and write on a list. Students will use information to develop main idea. Students will organize information into beginning, middle and ending. Students will include illustrations, etc. Students will list resources.</p> | <p>1. Non-fiction books</p> | <p>Checklist</p> |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Communication: Oral and Visual | | | |
|--|--|------------------|---|
| Proficiency Test Alignment: <i>Speaking Applications</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details. | 1. Incorporate story-telling or sharing time in class as a whole group experience. 2. Teacher will model personal stories. 3. After stories, allow children time to question the speaker with questions that promote more details. | | <ul style="list-style-type: none"> • Teacher observation • Note keeping on teachers part. |

Language Arts: Grade Two

**Adams County/Ohio Valley
Course of Study**

| Content Standard: Communication: Oral and Visual | | | |
|--|--|--|---|
| Proficiency Test Alignment: <i>Speaking Applications</i> | | | |
| <i>Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 10. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories). | <p>1. Puppet plays retelling a favorite guided reading book or fairy tale, story, poem, and rhyme.</p> <p>2. Dramatic play with parts - kids can work in small groups play can be made up or a re-telling of familiar story.</p> | <p>1. Read Alouds</p> <p>2. Guided reading books</p> | <ul style="list-style-type: none"> • Teacher observation of student participation. |