

Reading TEKS

Launching Reading Workshop Weeks: 6

Fig. 19A-F: Establish purpose, ask questions, monitor comprehension, infer, summarize, make connections.

2.12A Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining

Genre: Fables/Folktales Weeks: 2

(R)2.14- students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding

2.6A identify the moral lessons as themes in well-known fables, myths, legends, or stories

2.6B compare different versions of the same story in traditional and contemporary stories

2.3A use ideas to make and confirm predictions

Fig 19 F- make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence .

Fig. 19D make inferences about text using textual evidence to support understanding- Infer

Genre: Informational Text/Expository Weeks: 1

(R)2.14- students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from the text to support their understanding

(R)2.14D- students use text features (e.g. table of contents, index, headings) to locate specific information in text

Fig 19 F- make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence .

Writing TEKS

Writing Process

2.17 - students use elements of the writing process (planning, drafting)

2.17(A) S - students plan a first draft by generating ideas for writing (drawing, sharing ideas, and listing key ideas)

2.17(B) R - develop drafts by sequencing ideas through writing sentences

2.17(C) - revise drafts by adding or deleting words, phrases, or sentences

2.17(D) - edit drafts for grammar, punctuation, and spelling using a teacher developed rubric

2.17(E) - publish and share writing with others

Oral and Written Conventions/Conventions

2.1(A) - students are expected distinguish features of a sentence

2.21A R - understand and use the following parts of speech in the context of reading, writing, and speaking

2.21A (i) - verbs (past, present, future)

2.21A (ii) - nouns (singular/plural, common/proper)

2.21B R - use complete sentences with correct subject-verb agreement

2.21 (C) - distinguish among declarative and interrogative sentences

Oral and Written Conventions/Handwriting/Capitalization, and Punctuation

2.22 (A) - write legibly leaving appropriate margins for readability

2.22 B R - use capitalization

2.22 B (i) - proper nouns

2.22C R - recognize and use punctuation marks

2.22C (i) - ending punctuation in sentences

Oral and Written Conventions/Spelling

2.23A - use phonological knowledge to match sounds to construct unknown words

2.23 B - spell words with common orthographic patterns and rules

2.23B(i) - complex consonants

2.23B (iii) - long vowels (VCe)

2.23 C - spell high-frequency words from a commonly used list

2.23D - spell base words with inflectional endings

2.23E - spell simple contractions

2.23F - use resources to find correct spellings

Word Study Principles

Beginning Reading Skills/Phonics

2.2A(i)- Single letters (consonants and vowels)

2.2A(ii)- Consonant blends

2.2A(iii)- Consonant digraphs

2.2B(i)- Closed syllable (CVC)

2.2B(ii)- Open syllable (CV)

2.2C- Decode words by applying knowledge of common spelling patterns (onset/rime)

2.2D- Read words with common prefixes and suffixes

2.2F- Identify and read contractions

2.2G- Identify and read at least 300 HFW

2.2H- monitor accuracy of decoding

Buddy Study Cycle

Buddy Study 1- Choose, write build, mix, fix

Buddy Study 2- Look, Say, Cover, Write, Check

Buddy Study 3- Buddy Check

Buddy Study 4- Making Connections

Buddy Study 5- Buddy Test

Ongoing Standards

Reading Comprehension-Fig. 19A-F: Establish purpose, ask questions, monitor comprehension, infer, summarize, make connections.

Poetry: 2.7A students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry

Sensory Language-2.11A Students are expected to recognize that some words and phrases have literal and nonliteral meanings (e.g. take steps)

Independent Reading- 2.12A Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.

Listening: 2.28A, B Students use comprehension skills to listen attentively to others in formal and informal settings.

Teamwork: 2.30 Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions

Fluency: 2.4 Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

Speaking: 2.29 Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

Reading TEKS

Genre: Literary Text/Historical Fiction Weeks: 1

(R) 2.9A- describe similarities and differences in the plots and settings of several works by the same author (Plot/Setting)

(R) 2.9B- describe main characters in works of fiction, including their traits, motivations, and feelings (Character Analysis)

Fig. 19E- retell important events in stories in logical order

Genre: Literary Text/Folktales/Fables Weeks: 2

(S) 2.6A- identify moral lessons as themes in well-known fables, legends, myths, or stories

(S) 2.6B - compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot

(S) 2.3A- students are expected to use ideas (illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions

(S) 2.3B- ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text

Fig. 19C- monitor and adjust comprehension (background knowledge, creating sensory images, rereading a portion aloud, generating questions)- Visualize

Fig. 19D- make inferences about text using textual evidence to support understanding

Fig 19 F- make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence

Genre: Informational Text/Expository Weeks: 3

(S) 2.13- Students are expected to identify the topic and explain the author's purpose in writing the text

(R) 2.14A- identify the main idea in a text and distinguish it from the topic

(R)2.14B- locate the facts that are clearly stated in a text

(R) 2.14C- describe the order of events or ideas in a text

(R) 2.14D- use text features (table of contents, index, headings) to locate specific information in text

(S) 2.3A- students are expected to use ideas (illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions

(S) 2.3B- ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text

Fig 19A- establish purposes for reading selected texts based upon content to enhance comprehension

Fig. 19E- retell important events in stories in logical order

Genre: Literary Text/Fantasy Weeks: 1

(R) 2.9(A)- describe similarities and differences in the plots and settings of several works by the same author (Plot/Setting)

(R)2.9(B)- describe main characters in works of fiction, including their traits, motivations, and feelings (Character Analysis)

(S) 2.3B- ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text

Fig 19 B-ask literal question of text

Genre: Literary Text/Biography Weeks: 1

(S) 2.10A Students are expected to distinguish between fiction and nonfiction

(S) 2.3B- ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text

(S) 2.3C- establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (identifying clues, using background knowledge, generating questions, re-reading a portion aloud)

Writing TEKS

Genre: Small Moments, Expository, and Poetry

2.18B(S)- Write short poems that convey sensory details

2.19A(R)- Write brief compositions about topics of interest to the student

2.19C(S)- Write brief comments on literary or informational texts (reader's response)

Writing Process

2.17A- Plan a first draft by generating ideas for writing (drawing, sharing ideas, listing key ideas)

2.17B R- Develop drafts by sequencing ideas through writing sentences

2.17C R- Revise drafts by adding or deleting words, phrases, or sentences

2.17D R- edit drafts for grammar, punctuation, and spelling using a teacher-crafted rubric

2.17E R- Publish and share writing with others

Oral and Written Conventions/Conventions

2.21A R - understand and use the following parts of speech in the context of reading and writing, and speaking

2.21A (i) - verbs (past, present, and future)

2.21A (ii) - nouns (singular/plural common/proper)

2.21A (iii) - adjectives (descriptive; articles)

2.21A (vii)- time-order transition words

2.21B - use complete sentences with correct subject-verb agreement

2.21C - distinguish among declarative and interrogative sentences

Oral and Written Conventions/Handwriting/Capitalization, and Punctuation

2.22 - Students write legibly and use appropriate capitalization and punctuation conventions in their compositions

2.22B (i) - proper nouns

2.22B (ii) - months and days of the week

2.22B (iii) - salutation and closing of a letter

2.22C - recognize and use punctuation marks, including:

2.22C (i) - ending punctuation in sentences

2.22C (ii) - apostrophes and contractions

2.22C (iii) - apostrophes and possessives

Oral and Written Conventions/Spelling

2.23B R - spell words with common orthographic patterns and rules

2.23B (ii) - r-controlled vowels

2.23B (iii) - long vowels (VCe-hope)

2.23B (iv) - vowel digraphs (oo-book, fool, ee-feet), diphthongs (ou-out, ow-Cow, oi-coil, oy-toy)

2.23D - spell base words with inflectional endings (ing and ed)

2.23E - spell simple contractions (isn't, aren't can't)

2.23F - use resources to find correct spellings

Word Study Principles

Beginning Reading Skills/Phonics

2.2A (iv)- vowel digraphs (e.g. ie, ue, ew) and diphthongs (e.g. oi, ou)

2.2B - use common syllabication patterns to decode words including:

2.2B (ii) - Open syllable (CV)

2.2B (iv)- Vowel-consonant-silent "e" words (VCe)

2.2B (v) - r-controlled vowels (per-fect, cor-ner)

2.2B (vi)- vowel digraphs and diphthongs (boy-hood, oat-meal)

2.2D - Read words with common prefixes (un, dis) and suffixes (ly, less, ful)

2.2F - Identify and read contractions

Reading/Vocabulary Development

2.5A - use prefixes and suffixes to determine the meaning of words

2.5C - identify and use common words that are opposite

2.5D - alphabetize a series of words and use a dictionary or a glossary to find words

Ongoing Standards

Reading Comprehension-Fig. 19A-F: Establish purpose, ask questions, monitor comprehension, infer, summarize, make connections.

Poetry: 2.7A students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry

Sensory Language- 2.11A Students are expected to recognize that some words and phrases have literal and nonliteral meanings (e.g. take steps)

Independent Reading- 2.12A Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.

Listening: 2.28A, B Students use comprehension skills to listen attentively to others in formal and informal settings.

Teamwork: 2.30 Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions

Fluency: 2.4 Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

Speaking: 2.29 Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

Reading TEKS

Genre: Literary Text/Realistic Fiction Weeks: 1

- (R) 2.9- students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding
- (R) 2.9A- describe similarities and differences in the plots and settings of several works by the same author
- (R) 2.9B describe main characters in works of fiction, including their traits, motivations, and feelings.
- (S) 2.3A- students are expected to use ideas (illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions
- Fig. 19D make inferences about text using textual evidence to support understanding- Infer

Genre: Literary Text/Fantasy Weeks: 2

- (R)2.9(A)- describe similarities and differences in the plots and settings of several works by the same author (Plot/Setting)
- (R) 2.9B describe main characters in works of fiction, including their traits, motivations, and feelings.
- (S) 2.3C- students are expected to use ideas (illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions
- Fig 19A establish purposes for reading selected texts based upon content to enhance comprehension
- Fig. 19D make inferences about text using textual evidence to support understanding- Infer

Genre: Literary Text/Folktales/Fables Weeks: 1

- (S) 2.6A- identify moral lessons as themes in well-known fables, legends, myths, or stories
- (S) 2.3A- students are expected to use ideas (illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions
- (R) 2.9B- describe main characters in works of fiction, including their traits, motivations, and feelings (Character Analysis)
- Fig 19A establish purposes for reading selected texts based upon content to enhance comprehension
- Fig. 19D make inferences about text using textual evidence to support understanding- Infer

Genre: Literary Nonfiction/Biography Weeks: 2

- (S)2.10- Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from the text to support their understanding
- (S) 2.3B- ask relevant questions, seek clarification, and locate facts and details about stories and other texts
and support answers with evidence from text
- Fig 19 B- ask literal question of text
- Fig 19 E- retell important events in stories in logical order
- Fig 19 F- make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence

Genre: Informational Text/Expository Weeks: 2

- (R)2.13A- students analyze, make inferences and draw conclusions about and understand expository texts and provide evidence from the text to support their understanding
- (R) 2.14A- identify the main idea in a text and distinguish it from the topic
- (R)2.14B- locate the facts that are clearly stated in a text
- (S)2.3B - ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text
- Fig 19A- establish purposes for reading selected texts based upon content to enhance comprehension
- Fig. 19C- monitor and adjust comprehension (background knowledge, creating sensory images, rereading a portion aloud, generating questions) - Monitor and Clarify

Genre: Informational Text/Procedural Weeks: 2

- (S) 2.15A- students are expected to follow written multi-step directions
- (S) 2.15B- students are expected to use common graphic features to assist in the interpretation of text (captions, illustrations)
- (S)2.3B - ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text
- (S) 2.3C- establish purpose for reading selected texts and monitor
- Fig 19 B- ask literal question of text
- Fig. 19C- monitor and adjust comprehension (background knowledge, creating sensory images, rereading a portion aloud, generating questions) - Monitor and Clarify

Writing TEKS

Genre: Expository, Procedural

- 2.18A S- Write brief stories that include a beginning, middle, and end
- 2.19A R- Write brief compositions about topics of interest to the student

Writing Process

- 2.17 - students use elements of the writing process (planning, drafting)
- 2.17(A) S - students plan a first draft by generating ideas for writing (drawing, sharing ideas, and listing key ideas)
- 2.17(B) R - develop drafts by sequencing ideas through writing sentences
- 2.17(C) - revise drafts by adding or deleting words, phrases, or sentences
- 2.17(D) - edit drafts for grammar, punctuation, and spelling using a teacher developed rubric
- 2.17(E) - publish and share writing with others

Oral and Written Conventions/Conventions

- 2.21A R - understand and use the following parts of speech in the context of reading and writing, and speaking
- 2.21A (iii) - adjectives (descriptive; articles)
- 2.21A (vi) - pronouns (he, him)
- 2.21A (vii) - time-order transition words
- 2.21B - use complete sentences with correct subject-verb agreement

Oral and Written Conventions/Handwriting/Capitalization, and Punctuation

- 2.22B (i) - proper nouns
- 2.22B (ii) - months and days of the week
- 2.22B (iii) - the salutation and closing of a letter
- 2.22C - recognize and use punctuation marks, including:
- 2.22C (i) - ending punctuation in sentences
- 2.22C (ii) - apostrophes and contractions

Oral and Written Conventions/Spelling

- 2.23B R - spell words with common orthographic patterns and rules
- 2.23B (ii) - r-controlled vowels
- 2.23B (iv) -vowel digraphs (oo, ee), diphthongs (ou, ow, oi, oy)
- 2.23D - spell base words with inflectional endings (ing and ed)
- 2.23E - spell simple contractions (isn't, aren't can't)

Word Study Principles

Beginning Reading Skills/Phonics

- 2.2B- use common syllabication patterns to decode words including:
- 2.2B(iii) - final stable syllable (sta-tion, tum-ble)
- 2.2B(v) - r-controlled vowels (per-fect, cor-ner)
- 2.2B(vi) - vowel digraphs and diphthongs (boy-hood, oat-meal)
- 2.2C- Decode words by applying knowledge of common spelling patterns (onset/rime)
- 2.2D - Read words with common prefixes and suffixes
- 2.2F - Identify and read contractions

Reading/Vocabulary Development

- 2.5A - use prefixes and suffixes to determine the meaning of words
- 2.5B - use context to determine the relevant meaning of unfamiliar words or multiple-meaning of words
- 2.5C - identify and use common words that are opposite
- 2.5D - alphabetize a series of words and use a dictionary or a glossary to find words

Ongoing Standards

Reading Comprehension-Fig. 19A-F: Establish purpose, ask questions, monitor comprehension, infer, summarize, make connections.

Poetry: 2.7A students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry

Listening: 2.28A, B Students use comprehension skills to listen attentively to others in formal and informal settings.

Teamwork: 2.30 Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions

Fluency: 2.4 Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

Speaking: 2.29 Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

Reading TEKS

Writing TEKS

Genre: Literary Text/Literary Nonfiction: Biography Weeks: 1

(S) 2.10A- students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from the text to support their understanding
 Fig. 19E- retell important events in stories in logical order
 Fig. 19F- make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence

Genre: Informational Text/Expository Weeks: 3

(R) 2.14A- identify the main idea in a text and distinguish it from the topic
 (R) 2.14B- locate facts that are clearly stated in a text
 (R) 2.14C- describe the order of events or ideas in a text
 (R) 2.14D- use text features (table of contents, index, headings) to locate specific information in text
 (S)2.16A- recognize different purposes of media (informational/entertainment)
 (S)2.16B- describe techniques to create media messages (sound/graphics)
 (S)2.16C-identify various written conventions for using digital media (e-mail, website, video game)
 (S) 2.3A- students are expected to use ideas (illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions
 (S) 2.3B- ask relevant questions, seek clarification, and locate facts and details about stories and other texts
 and support answers with evidence from text
 (S) 2.3C- establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (identifying clues, using background knowledge, generating questions, re-reading a portion aloud)
 2.25a- gather evidence from available sources (natural and personal) as well as from interviews with local experts
 2.25B- use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information
 2.25C- record basic information in simple visual formats (e.g. notes, charts, picture graphs, diagrams)
 Fig 19 B- ask literal question of text
 Fig. 19E- retell important events in stories in logical order

Genre: Literary Text/Realistic Fiction Weeks:1

(R) 2.9A- describe similarities and differences in the plots and settings of several works by the same author
 (R)2.9B- describe main characters in works of fiction, including their traits, motivations, and feelings
 (S) 2.3A- students are expected to use ideas (illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions
 Fig 19 C - monitor and adjust comprehension (use background knowledge ,creating sensory images, rereading, generating questions)
 Fig. 19D- make inferences about text using textual evidence to support understanding- Infer

Genre: Literary Text/Fantasy Weeks: 1

(R) 2.9A- describe similarities and differences in the plots and settings of several works by the same author
 (R)2.9B- describe main characters in works of fiction, including their traits, motivations, and feelings
 (S)2.3B- ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text
 Fig 19 B- ask literal question of text
 Fig. 19E- retell important events in stories in logical order

Genre: Literary Text/Drama Week: 2

(S)2.8A- students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding and students are expected to identify the elements of dialogue and use them in informal plays
 Fig 19 A- establish purposes for reading selected texts based upon content to enhance comprehension
 Fig. 19C- monitor and adjust comprehension (background knowledge, creating sensory images, rereading a portion aloud, generating questions)- Visualize
 Fig. 19D- make inferences about text using textual evidence to support understanding- Infer
 Fig 19 F- make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence

Genre: Literary Text/Historical Fiction Week: 1

(R) 2.9A- describe similarities and differences in the plots and settings of several works by the same author
 (R)2.9B- describe main characters in works of fiction, including their traits, motivations, and feelings
 Fig 19 A- establish purposes for reading selected texts based upon content to enhance comprehension

Genre: Expository, Procedural, Persuasive

2.18A(S) Write brief stories that include a beginning, middle, and end
 2.19A(R) Write brief compositions about topics of interest to the student
 2.19B(S) Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (date, salutation, closing)
 2.19C(S) Write brief comments on literary or informational texts (reader’s response)
 2.20A(S) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues and students are expected to write persuasive statements about issues that are important to the students for the appropriate audience in the school, home, or local community

Writing Process

2.17 - students use elements of the writing process (planning, drafting)
 2.17(A) S - students plan a first draft by generating ideas for writing (drawing, sharing ideas, and listing key ideas)
 2.1(7B) R - develop drafts by sequencing ideas through writing sentences
 2.17(C) - revise drafts by adding or deleting words, phrases, or sentences
 2.17(D) - edit drafts for grammar, punctuation, and spelling using a teacher developed rubric
 2.17(E) - publish and share writing with others

Oral and Written Conventions/Conventions

2.21A R - understand and use the following parts of speech in the context of reading and writing, and speaking
 2.21A (i) - verbs (past, present, and future)
 2.21A (ii) - nouns (singular/plural, common/proper)
 2.21A (iii) - adjectives (descriptive; articles)
 2.21A (iv) - adverbs(time: before, next; manner: carefully, beautifully)
 2.21A (v) - prepositions and prepositional phrases
 2.21A (vi) - pronouns (he, him)
 2.21A (vii) - time-order transition words

Oral and Written Conventions/Handwriting/Capitalization, and Punctuation

2.22B (iii) - the salutation and closing of a letter
 2.22C (i) - ending punctuation in sentences
 2.22C (ii) - apostrophes and contractions
 2.22C (iii) - apostrophes and possessives

Oral and Written Conventions/Spelling

2.23A (R) - use phonological knowledge to match sounds to letters to construct unknown words
 2.23B R - spell words with common orthographic patterns and rules
 2.23 B (i) - complex consonants (hard and soft c and g, ck)
 2.23B (iv) - vowel digraphs (oo, ee) diphthongs (ou, ow, oi, oy)
 2.23D - spell base words with inflectional endings (ing and ed)
 2.23E - spell simple contractions (isn’t, aren’t can’t)

Word Study Principles

Ongoing Standards

Beginning Reading Skills/Phonics

2.1A - students understand how English is written and printed. Students are expected distinguish features of a sentence (capitalization of first word, ending punctuation, commas, quotation marks)
 2.2B - use common syllabication patterns to decode words including:
 2.2B (iv) - Vowel-consonant-silent “e” words (VCe)
 2.2B (vi)- vowel digraphs and diphthongs (boy-hood, oat-meal)
 2.2C- Decode words by applying knowledge of common spelling patterns (onset/rime)
 2.2D - Read words with common prefixes (un, dis) and suffixes (ly, less, ful)
 2.2C- Decode words by applying knowledge of common spelling patterns (onset/rime)
 2.2F - Identify and read contractions

Reading/Vocabulary Development

2.5A - use prefixes and suffixes to determine the meaning of words
 2.5B - use context to determine the relevant meaning of unfamiliar words or multiple-meaning of words

Reading Comprehension-Fig. 19A-F: Establish purpose, ask questions, monitor comprehension, infer, summarize, make connections.

Poetry: 2.7A students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry

Listening: 2.28A, B Students use comprehension skills to listen attentively to others in formal and informal settings.

Teamwork: 2.30 Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions

Fluency: 2.4 Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

Speaking: 2.29 Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share

information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.