

LANGUAGE

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
		<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use collective nouns, irregular plural nouns (e.g., feet, children, teeth, mice, fish) reflexive pronouns (e.g., myself, ourselves), the past tense of irregular verbs (e.g., sat, hid, told, drew); choose appropriate adjectives and adverbs depending on what is to be modified; produce, and expand complete simple and compound sentences (L.2.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize proper</p>

READING - READING FOUNDATIONS

GRADE	CONTENT	SKILLS (CCSS/ELA ALIGNMENT)
<p>How can we honor God when we read, reflect, and respond to a variety of texts?</p>		<p>We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.</p>
<p>Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory</p>		
		<p>Distinguish between long and short vowels when reading; know spelling-sound correspondences for common vowel teams; decode regularly spelled, two-syllable, long vowel words; decode words with common affixes; identify words with inconsistent spelling-sound correspondences; recognize and read grade-appropriate irregularly spelled words; read grade-appropriate high-frequency sight words (RF.2.3)</p>
		<p>Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression (RF.2.4a-b) recognize and read grade-appropriate irregularly spelled words; read grade-appropriate high-frequency sight words (RF.2.3)</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)</p> <p>Use silent reading strategies</p>

READING - INFORMATIONAL TEXT

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
	<p>How can we honor God when we read, reflect, and respond to a variety of texts?</p> <p>Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory</p>	<p>We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.</p>
2		<p>Demonstrate understanding of key details by asking and answering questions (RI.2.1)</p> <p>Identify the main topic of a multiparagraph text and of specific paragraphs within the text (RI.2.2)</p> <p>Describe the connections within a series of historical events; scientific ideas or concepts, or steps in technical procedures (RI.2.3)</p> <p>Determine the meaning of words and phrases in a text (RI.2.4)</p> <p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information (RI.2.5)</p> <p>Identify the main purpose of a text (RI.2.6)</p> <p>Explain how specific illustrations contribute to and clarify text (RE.2.7)</p> <p>Explain how an author uses reasons to support ideas (RI.2.8)</p> <p>Compare and contrast the most important ideas in two texts on the same topic (RI.2.9)</p> <p>Predict content and outcomes using pictures, illustrations, and text</p> <p>Distinguish between right and wrong, fact and opinion</p> <p>Choose informational text that affirms the teachings in God's Word</p> <p>Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity with scaffolding as needed (RI.2.10)</p> <p>Read informational texts on topics of interest</p>

GRADE CONTENT

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GRADE CONTENT

