

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)
	How can we honor God when we read, reflect, and respond to a variety of texts?	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.
Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
		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)
		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) Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c) Use silent reading strategies

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>
<p>2</p>		<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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