

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	NASL	R.WS.02.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	Reading: Word Recognition and Word Study: Phonemic Awareness	1: All students will read and comprehend general and technical material.	1.4 Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.	*Harcourt: Index Page R60: Decoding/Phonics and R73: Word Study	*DIBELS *MLPP: Phonological Awareness, Hearing/Recording Sounds/Spelling	Taped Nursery Rhymes, phonemic rhymes and songs. CSI Phonemic Awareness Kit activities.
1st Quarter	NASL	R.WS.02.02 Recognize that words are composed of sounds bended together and carry meaning.	Reading: Word Recognition and Word Study: Phonemic Awareness	1: All students will read and comprehend general and technical material.	1.4 Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.	*Harcourt: Index Page R60: Decoding/Phonics	*Teacher Observation *DIBELS *MLPP: Phonological Awareness, Hearing/Recording Sounds/Spelling	Taped Nursery Rhymes, phonemic rhymes and songs. CSI Phonemic Awareness Kit activities.

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	NASL	R.WS.02.03 Understand the alphabetic principle - that sounds in words are expressed by letters of the alphabet.	Reading: Word Recognition and Word Study: Phonics	1: All students will read and comprehend general and technical material.	1.4 Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.	8.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.	*DIBELS *MLPP: Letter/Sound Relationships, Hearing/Recording Sounds/Spelling *ITBS	Decodable Books on Tape. Harcourt Phonics Computer Software
				8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.				

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	NASL	R.WS.02.04 Use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context: letter/sound and onset/rimes.	Reading: Word Recognition and Word Study: Phonics	1: All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.		*DIBELS *Running Records *MLPP: Oral Reading/Fluency, Sight Word/Decodable Word List, Word Lists, Sight Word/Decodable List, Word Lists, Hearing/Recording Sounds/Spelling *ITBS	Decodable Books on Tape. Harcourt Phonics Software.
					1.4 Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.			
				3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.		*Harcourt: Index Page R60: Decoding/Phonics		

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	NASL	R.WS.02.06 Make progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in grade 3 (125 this quarter).	Reading: Word Recognition and Word Study: Word Recognition	1: All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.	*Harcourt: Index Page R62: Grammar (nouns) and R63: High Frequency Words	*Harcourt Brace Word Lists *Teacher Created Dolch Word Lists *MLPP: Sight Word/Decodable Word List, Word Lists *ITBS	Language Master. Sight Words/Nouns on Tape. Take Home Rings/Lists.

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	CORE	R.NT.02.03 Identify and describe: characters' actions and motivations, setting, problem/solution, and sequence of events.	Reading: Narrative Text	<p>1: All students will read and comprehend general and technical material.</p> <p>5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.</p> <p>8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.</p>	<p>1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.</p> <p>5.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world.</p> <p>5.3 Describe how characters in literature and other texts can represent members of several different communities.</p> <p>5.5 Explain how characters in literature and other texts express attitudes about one another.</p> <p>8.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama and folktales.</p>	*Harcourt Index Page R66: Narrative and R62: Genre	*DIBELS *Harcourt Comprehension Assessments *MLPP: Comprehension	Graphic Organizers/Icons

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	CORE	R.IT.02.01 Identify and describe a variety of informational genre including: simple how-to books, personal correspondence, science and social studies magazines.	Reading: Informational Text	1: All students will read and comprehend general and technical material. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create issues.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 8.3 Explore how the characteristics of various informational genre and elements of expository text structure can be used to convey meaning. 11.2 Identify and use resources that are most appropriate and readily available for investigating a particular question or topic.	*Harcourt Index Page R62: Genre	*Harcourt Comprehension Assessments *MLPP: Comprehension	Graphic Organizers/Icons

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	NASL	R.CM.02.01 Activate prior knowledge	Reading: Comprehension	<p>1. All students will read and comprehend general and technical material.</p> <p>2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.</p> <p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p> <p>5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.</p> <p>9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.</p> <p>10: All students will apply knowledge, ideas, and</p>	<p>1.5 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p> <p>2.2 Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre.</p> <p>3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.</p> <p>3.8 Respond to the ideas or feelings generated by texts and listen to the responses of</p>	*Harcourt Index Page R57-R59: Comprehension	*MLPP: Comprehension *ITBS	Cooperative Learning, Graphic Organizers

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	CORE	R.CM.02.02 Connect personal knowledge, experience, and understanding or others to ideas in texts through oral and written response.	Reading: Comprehension	1: All students will read and comprehend general and technical material.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 4.4 Become aware of and begin to experiment with different ways to express the same idea. 7.1 Use a combination of strategies when encountering unfamiliar text while constructing meaning.	*Harcourt Index Page R57-R59: Comprehension	*Harcourt Comprehension Assessments *Collins Writing *MLPP: Comprehension *ITBS	Use Graphic Organizers with icons.
				3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.				

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	CORE	R.CM.02.03 Retell the main idea(s) and relevant details of grade level appropriate narrative and informational text.	Reading: Comprehension	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, and mechanics.	1.5 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 4.4 Become aware of and begin to experiment with different ways to express the same idea. 5.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world. 5.3 Describe how characters in literature and other texts can represent members of several different communities. 5.5 Explain how characters in literature and other texts express attitudes about one another. 7.2 Monitor their progress while beginning to use a variety of text structures.	*Harcourt Index Page R57-R59: Comprehension	*DIBELS *MLPP: Comprehension	Use Pictures/Drawings to Retell.

Second Grade

Marion Public Schools ELA Curriculum Alignment

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES	
1st Quarter	NASL	R.AT.02.01 Be enthusiastic about reading and learning how to read.	Reading: Reading Attitude	<p>1: All students will read and comprehend general and technical material.</p> <p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p>	<p>1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 3.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p>	<p>*Teacher Modeling and Encouragement</p> <p>*Inviting Library Area</p>	<p>*MLPP: Literacy Attitudes *Harcourt "Thinking About My Reading and Writing"</p>	<p>Individualize leveled book boxes. Take Home Books/Tapes. Accelerated Reader.</p>
1st Quarter	NASL	R.AT.02.02 Do substantial reading and writing on their own during free time in school and at home.	Reading: Reading Attitude	<p>1: All students will read and comprehend general and technical material.</p> <p>7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.</p>	<p>1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 7.3 Reflect on their emerging literacy, set goals, and make appropriate choices throughout the learning process as they develop the ability to regulate their learning.</p>	<p>*Teacher Modeling and Encouragement</p>	<p>*MLPP: Literacy Attitudes</p> <p>*Teacher Observation of Students Reading Attitude and Habits</p>	<p>Individualized leveled book boxes. Take Home Books/Tapes</p>

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	CORE	W.GN.02.01 Write realistic fiction, fantasy, and/or a personal narrative that depicts major story events, uses illustrations to match mood, contains setting, problem/solution, and sequenced events.	Writing: Writing Genre	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 4: All students will use the English language effectively. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters. 4.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations. 7.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading. 10.2 Demonstrate their developing literacy by using text to enhance their daily lives.	*Harcourt Index Page R73-R75: Writing/Writing Forms (fantasy, narrative, etc.), Writer's Craft	*MLPP: Writing *Harcourt Writing Rubric	Use Pictures/Drawings with writing.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	CORE	W.PR.02.01 Consider audience and purpose for writing.	Writing: Writing Process	<p>2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' written</p>	<p>2.2 recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre. 6.2 Experiment with the various voices they use when they speak and write for different purpose and audiences. 7.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading. 8.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, color, and shape. 12.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, style,</p>	*Harcourt Index Page R74-75: Writing Process	<p>*MLPP: Writing *Collins Writing *Harcourt Writing Assessment *Harcourt Writing Rubric</p>	Cooperative Learning

Second Grade

Marion Public Schools ELA Curriculum Alignment

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES	
1st Quarter	NASL	W.PR.02.02 Begin to use styles and patterns derived from studying authors.	Writing: Writing Process	<p>2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.</p>	<p>2.3 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 7.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading. 8.3 Explore how the characteristics of various informational genre and elements of expository text structure can be used to convey meaning. 12.5 Recognize that the style and substance of a message reflect the values of the communicator.</p>	<p>*Harcourt Index Page R74-75: Writing Process and R73: Writer's Craft</p>	<p>*Harcourt Writing Assessment *Collins Writing *Harcourt Writing Rubric</p>	<p>Cooperative Learning</p>

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	CORE	W.PR.02.03 Develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern: problem/solution, sequence, description.	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	2.3 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 7.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading.	*Harcourt Index Page R73: Writer's Craft	*Harcourt Writing Assessments *Collins Writing *Graphic Organizer	Cooperative Learning

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	CORE	W.SP.02.01 Spell frequently encountered words (two-syllable words including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use structural cues (letter/sound, rhymes) and environmental sources (word walls, word lists).	Writing: Spelling	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include actins words, naming words, capital letters, and periods. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.	*Harcourt Index Page R69: Spelling (Sounds and Patterns), Spelling Generalizations	*MLPP: Writing, Known Words, Hearing/Recording Sounds/Spelling *Harcourt Spelling Tests *Journals *Collins Writing with Spelling FCAs *ITBS	White Boards, Textured Mats, Language Master, Pic Wizard
1st Quarter	CORE	W.HW.02.01 Fluently and legibly write upper and lower case manuscript letters.	Writing: Handwriting	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	2.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include actins words, naming words, capital letters, and periods.	*Harcourt Index Page R63: Handwriting Tips	*Collins Writing with Handwriting FCAs *Handwriting Samples	White Boards, Textured Mats, Sand Trays, Raised Line Paper

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	NASL	W.AT.02.01 Be enthusiastic about writing and learning how to write.	Writing: Writing Attitude	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.	*Journal Writing, Teacher Modeling	*MLPP: Literacy Attitudes	*Provide a variety of writing materials, "News From the Nest"
1st Quarter	NASL	S.CN.02.01 Use more complex conjunctions (although, instead of, so that).	Speaking: Speaking Conventions	8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	8.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.	*Harcourt Index Page R64-R66: Listening, Speaking Oral Language	*Teacher Observation During Daily Conversations and Discussions *Harcourt Listening and Speaking Checklist	Listen to Power Paks for modeling.

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	NASL	S.CN.02.02 Use nominative and objective case pronouns.	Speaking: Speaking Conventions	<p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.</p>	<p>3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community. 3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 4.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building,</p>	*Harcourt Index Page R64: Listening/Speaking	<p>Teacher Observation During Daily Conversations and Modeling *Harcourt Listening and Speaking Checklist</p>	Listen to Power Paks for modeling.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	NASL	S.CN.02.03 Use common grammatical structures-subject/verb agreement, pronoun/noun agreement.	Speaking: Speaking Conventions	<p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create issues. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.</p>	<p>3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior. 4.2 Explore and discuss how languages patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad. 6.1 Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation. 11.4 Develop and present</p>	*Harcourt Index Page R64: Listening/Speaking and R66: Oral Language	*Teacher Observation During Daily Conversations and Discussions *Harcourt Listening and Speaking Checklist	Listen to Power Paks for modeling.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	NASL	S.CN.02.04 Explore and use language to communicate effectively with a variety of audiences and for different purposes such as questions and answers, discussions, and social interactions.	Speaking: Speaking Conventions	<p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create issues.</p>	<p>3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.</p> <p>4.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations.</p> <p>6.1 Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation. 11.4 Develop and present conclusions based on the investigation of an issue or problem. Examples include skits, plays, songs, and personal or creative stories.</p>	*Harcourt Index Pages R64-R66: Listening/Speaking and Oral Language	<p>*Teacher Observation During Daily Conversations and Discussions *MLPP: Oral Language *Harcourt Presentation Rubric *Harcourt Listening and Speaking Checklist</p>	<p>Role Play with a Partner</p>

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	NASL	L.CN.02.05 Use effective listening and viewing behaviors in large and small group setting: eye contact, attentive, supportive.	Listening and Viewing: Conventions	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 9.2 Identify and categorize key ideas, concepts, and perspectives found in texts.	*Harcourt Index Page R64: Listening	*Teacher Observation During Daily Small and Large Group Activities *MLPP: Oral Language *Harcourt Listening and Speaking Checklist	Video Tape with or without audience for student to view own performance. "Daily Five."

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	R.WS.02.04 Use structural cues to recognize and decode words with long and short vowels, consonant diagraphs, and irregular vowels in isolation and in context: whole word chunks, word families, long and short vowels.	Reading: Word Recognition and Word Study: Phonics	1: All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.	*Harcourt Index Page R73: Word Study and R60: Decoding and Phonics	*DIBELS *Running Record *MLPP: Oral Reading/Fluency, Sight Word/Decodable Word List, Word Lists, Hearing/Recording Sounds/Spelling *ITBS	Hot Dots, Box Games
					1.4 Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.			

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	R.WS.02.05 Recognize grade 2 frequently encountered words in print automatically whether encountered in connected text or in isolation.	Reading: Word Recognition and Word Study: Word Recognition	1: All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.	Harcourt Index Page R73: Word Study and R60: Phonics/Decoding	*DIBELS *Running Records *MLPP: Oral Reading/Fluency, Sight Word/Decodable Word List, Word Lists *ITBS	Word Rings, Power Paks
2nd Quarter	NASL	R.WS.02.06 Make progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in grade 3. (175 this quarter)	Reading: Word Recognition and Word Study: Word Recognition	1: All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.	*Harcourt Index Page R73: Word Study and R60: Phonics/Decoding	*Harcourt Word Lists *Teacher Created Dolch Word Lists *MLPP: Sight Word/Decodable Word List, Word Lists *ITBS	Word Rings

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	R.WS.02.08 Use strategies to identify unknown words and construct meaning: reread a sentence or paragraph when meaning is unclear, use context as a basis for predicting meaning of unfamiliar words, increase bank of known sight words, use subvocalization to sound out unknown words.	Reading: Word Recognition and Word Study: Word Recognition	1: All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions. 1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 1.4 Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, and	*Harcourt Index Page R73: Word Study and R60: Phonics/Decoding	*DIBELS *Running Records *MLPP: Oral Reading/Fluency, Sight Word/Decodable Word List, Word Lists *ITBS	

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	R.WS.02.09 Begin to internalize previously learned skills and strategies.	Reading: Word Recognition and Word Study: Word Recognition	1: All students will read and comprehend general and technical material.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.	*Harcourt Index Page R73: Word Study	*Teacher Observation of Students Progress and their Ability to Build on Previously Learned Skills	

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.NT.02.04 Identify and explain how authors/illustrators use literary devices: illustrations to depict major story events, title, comparisons (metaphor/simile) to reveal characters' thoughts and actions.	Reading: Narrative Text	1: All students will read and comprehend general and technical material.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 3.7	*Harcourt Index Page R57: Comparing Texts	*Teacher Observation During Daily Literature Experiences *Harcourt Assessments	6 Traits Writing
				3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.	Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations. 6.3			
				8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, and sound devices. 8.5			

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.IT.02.02 Discuss informational text patterns: sequential, enumeration.	Reading: Informational Text	1: All students will read and comprehend general and technical material.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 8.3 Explore how the characteristics of various informational genre and elements of expository text structure can be used to convey meaning. 11.3 Organize and interpret information to draw conclusions based on the investigation of an issue or problem.	*Harcourt Index Page R62: Genre Informational and R59: Text Structure	*Teacher Observation During Discussions of Informational Text Patterns *Harcourt Assessments *MLPP: Comprehension	Graphic Organizers
				8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create issues.				

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.CM.02.04 Make text to self and text to text connections and comparisons.	Reading: Comprehension	1: All students will read and comprehend general and technical material.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 10.1 Make connections between key ideas in literature and other texts and their own lives. 10.2 Demonstrate their developing literacy by using text to enhance their daily lives. 10.3 Use oral, written and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. 11.3 Organize and interpret information to draw conclusions based on the investigation of an issue or problem.	*Harcourt Index Page R57: Comparing Texts	*Teacher Observation During Daily Literature Experiences *Harcourt *Collins Writing with Connection FCAs	Graphic Organizers
				10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.				

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.CM.02.05 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.	Reading: Comprehension			*Harcourt Index Page R57-R59: Comprehension	*MLPP: Comprehension *Harcourt Worksheets/Graphic Organizer *ITBS	Graphic Organizers
2nd Quarter	CORE	R.CM.02.06 Map story elements across texts.	Reading: Comprehension			*Harcourt Index Page R59: Story Maps and R72: Thinking and Story Maps	*Harcourt Story Maps	Graphic Organizers

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	R.MT.02.01 Self-monitor comprehension when reading grade level appropriate text.	Reading: Metacognition	<p>1: All students will read and comprehend general and technical material.</p> <p>3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p> <p>7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.</p>	<p>1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p> <p>3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>7.1 Use a combination of strategies when encountering unfamiliar text while constructing meaning.</p> <p>7.2 Monitor their progress while beginning to use a variety of strategies to overcome difficulties when constructing and conveying meaning.</p>	*Harcourt Index Page R72-73: Thinking	<p>*MLPP: Oral Reading/Fluency</p> <p>*Teacher Observation During Daily Shared and Guided Readings</p> <p>*Harcourt "Thinking About My Reading and Writing"</p>	Refer to poster <i>Strategies Good Readers Use</i>

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	R.MT.02.06 Ask questions before, during, after reading.	Reading: Metacognition	1: All students will read and comprehend general and technical material.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.	*Harcourt Index Page R70: Strategies Good Readers Use	*Teacher Observation During Daily Shared and Guided Readings	Refer to poster <i>Strategies Good Readers Use</i>
2nd Quarter	NASL	R.MT.02.07 Re-read or listen again if uncertain about meaning.	Reading: Metacognition			*Harcourt Index Page R70: Strategies Good Readers Use	*Teacher Observation During Guided Reading	Refer to poster <i>Strategies Good Readers Use</i>
2nd Quarter	NASL	R.MT.02.08 Make inferences.	Reading: Metacognition			*Harcourt Index Page R58: Make Inferences	*Teacher Observation During Shared and Guided Reading *Harcourt "Thinking About My Reading and Writing"	Refer to poster <i>Strategies Good Readers Use</i>

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.CS.02.01 Develop and discuss shared standards.	Reading: Critical Standards	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.3 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 7.3 Reflect on their emerging literacy, set goals, and make appropriate choices throughout the learning process as they develop the ability to regulate their learning. 12.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of story. 12.2 Discuss individual and shared standards used for different purposes.	*Reflect and discuss standards on literature in large and small groups.	*Weekly Readings *Teacher Observation During Discussions of Shared Standards	Work with a partner or in a cooperative learning group.

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	R.CS.02.02 Begin to self-assess the qualities of personal or other written text with teacher guidance.	Reading: Critical Standards			*Reflect and discuss standards on literature in large and small groups.	*Teacher Observation during shared literature experiences	Work with a partner or in a cooperative learning group.

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	W.GN.02.02 Approximate poetry based on reading a wide variety of grade level appropriate published poetry.	Writing: Writing Genre	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 4: All students will use the English language effectively. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters. 4.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations. 7.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading.	*Harcourt Index Page R67: Poetry R73: Writer's Craft R74: Writing (Poetry)	*Harcourt Writing Rubric *Collins Writing with Poetry FCA	6 Traits Writing, Collins Writing

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	W.PR.02.03 Develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern: compare and contrast	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	2.3 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 7.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading.	*Harcourt Index Page R73: Organization	*Harcourt Graphic Organizers *Collins Writing	6 Traits Writing, Collins Writing

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	W.GR.02.01 Correctly use: complete and compound sentences, nouns and verbs, commas, contractions, colons to denote time, capitalization.	Writing: Grammar and Usage	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include actins words, naming words, capital letters, and periods. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.	*Harcourt Index Page R64: Discussion	*MLPP: Writing *Collins Writing *Harcourt Writing Rubric	6 Traits Writing, Collins Writing

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	S.DS.02.01 Engage in substantive conversation: remaining focused on subject matter, with interchanges building on prior responses, in the context of book discussions, peer conferencing, or other interactions.	Speaking: Spoken Discourse	<p>1: All students will read and comprehend general and technical material.</p> <p>3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p> <p>4: All students will use the English language effectively.</p> <p>5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.</p> <p>6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.</p>	<p>1.3 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p> <p>3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.</p> <p>3.8 Respond to the ideas or feelings generated by texts and others.</p> <p>4.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations.</p> <p>5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>6.4 Recognize the representation of various cultures as well as our</p>	*Harcourt Index Page R64: Discussion	<p>*Teacher Observation During Daily Conversations and Discussions</p> <p>*MLPP: Comprehension</p> <p>*Harcourt Listening and Speaking Checklist</p>	Guided Reading Groups, Literature Circles

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	S.DS.02.02 Tell/retell stories (poetry, folk literature, drama) using: story grammar, elaborated information about characters, characters' actions and motivations, setting (time and place), plot, setting as related to plot.	Speaking: Spoken Discourse	1: All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 4.4 Become aware of and begin to experiment with different ways to express the same idea. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 5.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world.	*Harcourt Pages 95A, 145A, 156-157, 169A	*Harcourt Assessment *Listening Checklist	Graphic Organizers

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	L.CN.02.01 Give, restate, and follow three- and four-step directions.	Listening & Viewing: Conventions	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.	*Harcourt Index Page R64: Practice, Speaking and Listening	*Teacher Observation During Daily Activities Requiring 3 to 4 Steps	Listen to taped instructions.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	R.WS.02.04 Use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context: digraphs wh, ph.	Reading: Word Recognition and Word Study: Phonics	1: All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions. 1.4 Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.	*Harcourt Index Page R60: Decoding/Phonics	*MLPP: Oral Reading/Fluency. Sight Word/Decodable Word List, Word Lists, Hearing/Recording Sounds/Spelling *Harcourt *ITBS	Hot Dots, Box Games

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	R.WS.02.06 Make progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in grade 3. (200 this quarter)	Reading: Word Recognition and Word Study: Word Recognition	1: All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.	*Harcourt Index Pages R73: Word Study R60: Decoding/Phonics R62: Grammar/Nouns R63: High Frequency	*MLPP: Sight Word/Decodable Word List, Word Lists *Harcourt Word Lists *Teacher Created Dolch Word Lists *ITBS	Word Rings
3rd Quarter	CORE	R.WS.02.10 Use syntactic and semantic cues: reading context, picture clues, prefixes, and suffixes to determine the meaning of words in grade level appropriate texts.	Reading: Word Recognition and Word Study: Vocabulary	1: All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.4 Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.	*Harcourt Index Pages R60: Phonics/Decoding (Prefixes and Suffixes)	*MLPP: Oral Reading/Fluency *Harcourt *ITBS	Hot Dots, Box Games, Power Paks

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.WS.02.11 Know the meaning of words encountered frequently in grade 2 reading and oral language contexts (grade level vocabulary lists to be developed).	Reading: Word Recognition and Word Study: Vocabulary	1: All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources. 7.1 Use a combination of strategies when encountering unfamiliar text while constructing meaning.	*Harcourt Index Page R63: High Frequency Words R73: Vocabulary Power	*MLPP: Oral Language *Harcourt *ITBS	Hot Dots, Box Games, Power Paks, Pic Wizards

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.WS.02.12 Determine the meaning of words and phrases (objects, actions, concepts, content and English Language arts vocabulary) in context using strategies and resources.	Reading: Word Recognition and Word Study: Vocabulary			*Harcourt Index Page R70: Strategies Good Readers Use: Context to Confirm Messages	*Teacher Observation During Daily Shared and Guided Reading	Refer to poster <i>Strategies Good Readers Use</i>
3rd Quarter	CORE	R.WS.02.13 Use context clues, mental pictures, questioning.	Reading: Word Recognition and Word Study: Vocabulary			*Harcourt Index Page R70: Strategies Good Readers Use: Context to Confirm Messages	*MLPP: Oral Reading/Fluency *Teacher Observation During Daily Shared and Guided Readings	Refer to poster <i>Strategies Good Readers Use</i>

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.NT.02.02 Identify and describe a variety of genre: poetry, fantasy, legends, drama.	Reading: Narrative Text	1: All students will read and comprehend general and technical material.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 4.1 Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks. 8.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama and folktales.	*Harcourt Index Page R62: Genre	*Teacher Observation During Daily Shared Literature *Response Boards/Cards	Individual Book Boxes a variety of genre selections
				4: All students will use the English language effectively. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.				

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.NT.02.05 Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.	Reading: Narrative Text	1. All students will read and comprehend general and technical material.	1.3 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.	*Harcourt Index Page R65: Literary Response and Analysis: Comparing Texts	*Teacher Observation During Daily Discussions of Narrative Texts *Harcourt Theme Assessments	Graphic Organizers, Literature Circles
				3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and communicate. 9: All	3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 3.8 Respond to the ideas			

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.IT.02.03 Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas: boldface type, graphs, maps, diagrams, charts.	Reading: Informational Text	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create issues.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 3.7 Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations. 6.3 Explore works of different authors, speakers, and illustrators to determine how they present ideas and feelings to evoke different responses. 8.3 Explore how the characteristics of various informational genre and elements of expository text structure can be used to convey meaning. 8.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, color, and shape. 8.5 Explore how the characteristics of various	*Daily Harcourt Reading Selections	*Teacher Observation During Daily Discussions of Informational Text	

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.CM.02.07 Graphically represent key ideas and details across texts.	Reading: Comprehension			*Harcourt Index Page R58: Main Idea and Details	*MLPP: Comprehension *Harcourt Theme Assessments *Teacher Created Graphic Organizers	Graphic Organizers
3rd Quarter	NASL	R.CM.02.08 Ask questions as they read.	Reading: Comprehension			*Harcourt Index Page R70: Strategies Good Readers Use: Context to Confirm Messages	*Teacher Observation of Students Questioning During Reading *Harcourt "Thinking About My Reading and Writing"	Refer to poster <i>Strategies Good Readers Use</i>
3rd Quarter	NASL	R.MT.02.09 Summarize.	Reading: Metacognition			*Harcourt: 177B, 186-187	*MLPP: Comprehension *Harcourt Theme Assessments	Graphic Organizers
3rd Quarter	NASL	R.MT.02.10 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.	Reading: Metacognition			*Harcourt Index Page R70: Strategies Good Readers Use: Context to Confirm Messages	*Teacher Observation During Shared and Guided Reading *Harcourt "Thinking About My Reading and Writing"	Refer to poster <i>Strategies Good Readers Use</i>
3rd Quarter	NASL	R.MT.02.11 Use context as a basis for predicting meaning of unfamiliar words.	Reading: Metacognition			*Harcourt: 153B, 160-161, 234-235, 264-265, 337B, 350-351	*Teacher Observation During Shared and Guided Reading	Power Paks
3rd Quarter	NASL	R.MT.02.12 Use Venn diagrams to compare and contrast.	Reading: Metacognition			*Harcourt: 82T, 255A, 275A, 177A, 195A	*Harcourt Theme Assessments	Venn Diagrams

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES	
3rd Quarter	CORE	W.GN.02.03 Produce a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.	Writing: Writing Genre	<p>2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.</p>	<p>2.1 write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters. 6.2 Experiment with the various voices they use when they speak and write for different purpose and audiences. 7.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading. 8.3 Explore how the characteristics of various informational genre and elements of expository text structure can be used to convey meaning. 8.5 Explore how the characteristics of various oral, visual, and written texts (e.g., videos, CD-ROM stories, books on tape, and trade books) and the textual aids they employ (e.g., illustrations, tables of contents, and headings/titles) are used</p>	<p>*Harcourt: 220-221, 278-279, 403B, 409A</p>	<p>*Harcourt Rubric *Collins Writing</p>	<p>Work with a partner or in a cooperative learning group.</p>

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.PR.02.04 Two paragraph clusters, each containing a main idea and some supporting details.	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 4: All students will use the English language effectively. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	2.2 Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre. 4.4 Become aware of and begin to experiment with different ways to express the same idea. 7.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading.	*Harcourt: 366M, 389C, 391A, 393A, 393K, 50-51, 96-97, 82, 274-275	*Collins Writing *Harcourt Rubric	6 Trait Writing, Collins Writing

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.PR.02.05 Write in first and third person based on genre type and purpose.	Writing: Writing Process	<p>2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.</p> <p>2.3 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 7.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages. 12.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of story.</p>	*Harcourt Index Page R73: Voice	*Collins Writing *Harcourt Rubric	

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.PR.02.06 Narrow down a broader story idea to focus on only one aspect of the total idea.	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.5 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 3.8 Respond to the ideas or feelings generated by texts and listen to the responses of others. 7.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and	*Harcourt Index Page R74: Narrative Writing	*Collins Writing *Harcourt Rubric	6 Traits Writing, Collins Writing

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.PR.02.07 Use a sequenced organizational pattern with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create issues. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include actins words, naming words, capital letters, and periods. 7.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading. 11.2 Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. 11.2 Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. 12.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of	*Harcourt Index Page R74: Narrative Writing	*MLPP: Writing *Harcourt Writing Rubric	6 Traits Writing, Collins Writing

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.PS.02.01 Develop personal style in oral, written, and visual messages: narrative - descriptive language, use of imagination, varying sentence beginnings - informational: facts, effective conclusions.	Writing: Personal Style	<p>2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral and written texts.</p>	<p>2.2 Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 3.7 Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations. 6.1 Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation. 6.2 Experiment with the various voices they use when they speak and write. See different</p>	*Harcourt Index Page R74: Narrative Writing	*Collins Writing *Harcourt Rubric	6 Traits Writing, Collins Writing

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	S.CN.02.05 Adopt appropriate tone of voice and intonation patterns in spoken informational and narrative presentations.	Speaking: Speaking Conventions	<p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.</p> <p>3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 4.1 Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks. 4.2 Explore and discuss how languages patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad. 6.2 Experiment with the various voices they use when they speak and write for different purpose and audiences. 12.5 Recognize that the style and substance of a message reflect the values of the communicator.</p>	*Harcourt Index Page R64: Listening and Speaking (Practice Speaking and Listening Skills)	*Teacher Observation During Daily Discussions and During Presentations *Harcourt Presentation Rubric *Harcourt Listening and Speaking Checklist	Readers Theatre

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	S.CN.02.06 Make presentations or reports in standard American English if it is their first language. (Students whose first language is English will present their work in their developing version of standard American English.)	Speaking: Speaking Conventions				*Harcourt Index Page R65: Literary Response *Teacher Observation During Daily Discussions and Conversations *Harcourt Presentation Rubric *Harcourt Listening and Speaking Checklist	Watch video taped examples.
3rd Quarter	NASL	S.CN.02.07 Students will be aware that language differs from school and home as a function of linguistic and cultural group membership. (They can provide examples of language differences in the community.)	Speaking: Speaking Conventions			*Harcourt Index Page R64: Listening and Speaking (Practice Speaking and Listening Skills)	*Teacher Observation During Daily Discussions and Conversations *Harcourt Listening and Speaking Checklist	Role Play

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	S.DS.02.03 Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.	Speaking: Spoken Discourse	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 12: All students will develop and apply personal, shared, and academic criteria for the	1.3 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 3.8 Respond to the ideas or feelings generated by texts and listen to the responses of others. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 9.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood. 9.3 Draw conclusions based on their understanding of differing views presented in text. 10.1 Make connections between key	*Harcourt Index Page R64: Connecting Ideas Across Texts	*Teacher Observation During Daily Shared and Guided Reading *Harcourt Listening and Speaking Checklist	Literature Circles, Guided Reading Groups

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	L.RP.02.01 Listen to or view and discuss a variety of genres.	Listening and Viewing: Response	1: All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.	*Harcourt Index Page R62: Genre R57: Comparing Texts	*Teacher Observation During Daily Literature Experiences *Harcourt Listening and Speaking Checklist	Literature Circles, Guided Reading Groups
				3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.				

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	L.RP.02.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Listening and Viewing: Response	1. All students will read and comprehend general and technical material.	1.3 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively.	*Harcourt Index Page R65: Responding to Trade Books	*Teacher Observation During Daily Literature Experiences *Response Journals *Harcourt Listening and Speaking Checklist	Literature Circles, Guided Reading Groups
				3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and	3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior. 3.8 Respond to the ideas or feelings generated by texts and listen to the responses of others. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 5.3 Describe how characters in literature and other texts can represent members of several			

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES	
3rd Quarter	NASL	L.RP.02.03 Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding.	Listening and Viewing: Response	<p>1: All students will read and comprehend general and technical material.</p> <p>2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.</p> <p>3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p> <p>5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.</p> <p>8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.</p> <p>9: All students will demonstrate</p>	<p>1.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p> <p>3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.</p> <p>3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.</p> <p>3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>3.8 Respond to the ideas</p>	*Harcourt Index Page R65: Comparing Texts	*MLPP: Oral Language *ITBS *Harcourt Listening and Speaking Checklist	Literature Circles, Guided Reading Groups

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	R.WS.02.04 Use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context: irregular verbs ei,ie,ea,ue.	Reading: Word Recognition and Word Study: Phonics	1: All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.			
					1.4 Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.			
				3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.		*Harcourt: Index Page R60: Decoding/Phonics	*DIBELS *MLPP: Oral Reading/Fluency, Sight Word/Decodable Word List/Word Lists, Hearing/Recording Sounds/Spelling *ITBS	CSI Phonics Kit Activities. Harcourt Phonics Computer Software.

Second Grade

Marion Public Schools ELA Curriculum Alignment

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES	
4th Quarter	NASL	R.WS.02.06 Make progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in grade 3.	Reading: Word Recognition and Word Study: Word Recognition	1: All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.	*Harcourt: Index Page R62: Grammar (nouns) and R63: High Frequency Words	*Harcourt Word Lists *Teacher Created Dolch Word Lists *MLPP: Sight Word/Decodable Word List, Word Lists *ITBS	Word Rings, Language Master
4th Quarter	NASL	R.WS.02.07 Make progress in acquiring the Dolch First 1000 words for mastery in grade 5.	Reading: Word Recognition and Word Study: Word Recognition	1: All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.	*Harcourt Index Page R63: High Frequency Words	*Harcourt Word Lists *Teacher Created Dolch Word Lists *MLPP: Sight Word/Decodable Word List, Word Lists *ITBS	Word Rings, Language Master
4th Quarter	NASL	R.FL.02.01 Read aloud using intonation, pauses, and emphasis.	Reading: Fluency in Reading	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.	*Harcourt Index Page R66: Oral Language	*MLPP: Oral Reading/Fluency, Sight Word/Decodable Word List, Word Lists *Read backs *Harcourt Fluency Checks	Readers Theatre, Fluency Charts, One Minute Reads, Recorded Books, Power Paks

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	R.FL.02.02 Use punctuation cues (periods and question marks).	Reading: Fluency in Reading	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 7.1 Use a combination of strategies when encountering unfamiliar text while constructing meaning.	*Harcourt Index Page R66: Oral Language	*MLPP: Oral Reading/Fluency *Read backs *Harcourt Fluency Checks	Fluency Charts, One Minutes Reads

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	R.FL.02.03 Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books.	Reading: Fluency in Reading	1: All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.	*Harcourt Index Page R69: Rereading for Fluency	*MLPP: Oral Reading/Fluency *Read backs *Harcourt Fluency Checks	One Minute Reads, Power Paks, Recorded Books
4th Quarter	NASL	R.FL.02.04 Recognize identified grade 2 high frequency words in sight words.	Reading: Fluency in Reading			*Harcourt Index Page R63: High Frequency Words	*MLPP: Oral Reading/Fluency *Word Rings/Lists	Language Master, High Frequency Word Rings, High Frequency Words on Tape

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	R.NT.02.01 Discuss and describe the similarities of plot and character in literature and other texts from around the world that have been recognized for quality and literary merit.	Reading: Narrative Text	1: All students will read and comprehend general and technical material. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 5.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world. 5.3 Describe how characters in literature and other texts can represent members of several different communities. 5.4 Recognize the representation of various cultures as well as our common heritage in literature and other texts. 5.5 Explain how characters in literature and other texts express attitudes about one another. 8.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry,	*Harcourt Index Page R65: Literary Response	*Teacher Observation During Daily Shared and Guided Readings	Graphic Organizers, Literature Circles

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	R.IT.02.04 Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.	Reading: Informational Text	1: All students will read and comprehend general and technical material.	1.3 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.	*Harcourt Index Page R65: Literary Response	*Teacher Observation During Daily Shared and Guided Readings	Graphic Organizers, Literature Circles
				3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create issues. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 3.8 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.			

Second Grade

Marion Public Schools ELA Curriculum Alignment

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	R.CM.02.09 Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies and mathematics texts.	Reading: Comprehension			*Harcourt Index Page R59: Content Areas: Science, Social Studies, and Mathematics	*MLPP: Comprehension
4th Quarter	NASL	R.MT.02.13 Use paragraphs to indicate a sequence of ideas.	Reading: Metacognition			*Harcourt Index Page R72: Metacognitive Thinking	*MLPP Writing Rubric *Collins Writing with FCAs *Harcourt "Thinking About My Reading and Writing"
4th Quarter	NASL	R.MT.02.14 Discuss which comprehension strategies worked and did not work with moderate teacher guidance.	Reading: Metacognition			*Harcourt Index Page R72: Metacognitive Thinking	*Teacher Observation During Daily Shared and Guided Readings/Writings Refer to poster <i>Strategies Good Readers Use</i>
4th Quarter	NASL	R.MT.02.15 Determine which resources contain appropriate information using teacher- and student-generated criteria.	Reading: Metacognition			*Harcourt Index Page R72: Metacognitive Thinking	*Teacher Observation During Daily Shared and Guided Readings/Writings Refer to poster <i>Strategies Good Readers Use</i>

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	W.GN.02.04 Develop two research questions related to a teacher-selected topic.	Writing: Writing Genre	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create issues.	2.1 write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters. 7.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading. 10.3 Use oral, written and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. 11.1 Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration. 11.2 Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. 11.3 Organize and interpret	*Harcourt Index Page R74: Research Report R73: Prewrite	*Collins Writing FCAs Related to Developing Research Questions *Orally Relate to Teacher	Work with a partner or in a cooperative learning group.

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	W.GN.02.05 With teacher assistance, gather resources, organize information using key ideas, use the writing process to produce and present the final project.	Writing: Writing Genre			*Harcourt Index Page R73-R74: Writing/Writing Process/Writers' Craft	*MLPP: Writing Rubric *6 + 1 Traits Writing Rubric *Harcourt Writing Rubric	6 Traits Writing, Collins Writing
4th Quarter	NASL	W.PR.02.08 Constructively and specifically respond orally to the writing of others.	Writing: Writing Process			*Harcourt Index Page R65: Literary Response and Analysis	*Teacher Observation During Authors' Chair Activities *Harcourt Listening and Speaking Checklist	Collins Writing, Authors' Chair
4th Quarter	NASL	W.PR.02.09 Identify sections of their own text that need to be revised using reorganization, additions, deletions, and appropriate use of transitions.	Writing: Writing Process			*Harcourt Index Page R75: Writing Process: Edit/Revise	*Collins Writing FCAs Related to Editing and Revising	Collins Writing
4th Quarter	CORE	W.PR.02.10 Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.	Writing: Writing Process			*Harcourt Index Pages R73-75: Writing	*Collins Writing FCAs Related to Editing and Revising *Harcourt Writing Rubric	6 Traits Writing

Second Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	W.PR.02.11 Both individually and in groups, attempt to proofread and edit their writing using appropriate resources including dictionaries and a class-developed checklist.	Writing: Writing Process			*Harcourt Index Page R75: Writing Process: Edit/Revise	*Teacher Observation (Individually/Small Groups) of Editing and Proofreading Skills	Work with a partner or in a cooperative learning group.
4th Quarter	CORE	W.HW.02.01 Begin to write the cursive alphabet.	Writing: Handwriting	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	2.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include actins words, naming words, capital letters, and periods.	*Harcourt Index Page R63: Handwriting Tips	*Collins Writing with Handwriting FCAs *Handwriting Samples	Sand/Salt Trays, Gel Bags, White Boards, Raised Lined Paper

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	S.DS.02.04 Plan and deliver presentations or reports using an informational, organizational pattern, using appropriate text features (illustrations, pictures), providing supportive facts and details to make their point reflecting the source of information, using appropriate props, maintaining appropriate intonation and tone of voice.	Speaking: Spoken Discourse	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.	5.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community. 3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 6.4 Recognize the representation of various cultures as well as our common heritage in literature and other texts. 8.3 Explore how the characteristics of various	*Harcourt Index Page R64: Listening and Speaking: Oral Activities	*Harcourt Speaking and Listening Checklist *Harcourt Presentation Rubric	Watch video taped examples.
				8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create issues.				

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	L.CN.02.02 Ask appropriate questions during a presentation of report.	Listening and Viewing: Conventions	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 12.5 Recognize that the style and substance of a message reflect the values of the communicator.	*Harcourt Index Page R64: Listening and Speaking	*Teacher Observation During Presentation Question and Answer Time *Harcourt Listening and Speaking Checklist	Watch video taped examples. Literature Circles.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	L.CN.02.03 Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).	Listening and Viewing: Conventions	1: All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.3 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 3.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.	*Harcourt Index Page R64: Listening and Speaking R71: Thinking	*Teacher Observation During Classroom Role Playing *Journal Responses	Watch video taped examples. Role play.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	L.CN.02.04 Listen to the comments of a peer and respond on topic and add a connected idea.	Listening and Viewing: Conventions	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 12.5 Recognize that the style and substance of a message reflect the values of the communicator.	*Harcourt Index Page R64: Listening and Speaking R71: Thinking	*Teacher Observation During Literature Circles and Classroom Discussion *Think and Respond Journals	Literature Circles, Guided Reading Groups
4th Quarter	NASL	L.CN.02.06 Begin to evaluate the messages they experience in broadcast and print media.	Listening and Viewing: Conventions			*Harcourt Index Page R64: Listening and Speaking R71: Thinking	*Teacher Observations of Students Evaluations of Role-Played Commercials *Harcourt Listening and Speaking Checklist	Role Plays, watch commercials.
4th Quarter	NASL	L.CN.02.07 Distinguish between factual and opinion (advertising hype, propaganda).	Listening and Viewing: Conventions			*Harcourt Index Page R64: Listening and Speaking R71: Thinking	*Teacher Observations of Students Evaluations of Role-Played Commercials *Harcourt Listening and Speaking Checklist	Role Plays, watch commercials.