

2nd Grade Communication Arts Alignment Chart

Essential Learnings are in ***bold italicized*** print.

1 st Quarter	Week	Writing			Making Meaning	Text Talk	Spelling	Phonics
		Writing Learning Goal(s): Narrative & Descriptive Writing <i>MIG 3A</i>	6 + 1 Writing Traits Focus: Ideas; Organization; Word Choice <i>MIG 1A</i>	Conventions Learning Goal(s): Capitalization (names, titles, "I", etc.); Punctuation (declarative & interrogative sentences) <i>MIG 2B & 2C</i>	Reading Learning Goal(s):* Connections; Visualizing <i>MIG 1G & 1E</i>	Reading Learning Goal(s): Vocabulary Development <i>MIG 1E</i>	Spelling Learning Goal(s): Simple spelling patterns; high frequency words; etc. <i>MIG 2E</i>	Phonics Learning Goal(s): Develop and apply decoding strategies <i>MIG 1A</i>
	1				<i>Text to Self Connections.</i> <i>McDuff Moves In & Poppleton</i>	<i>Dear Mrs. LaRue</i>	Benchmark Assessment	WSA 3 - Buddy Check SP1 - Variety of Word Patterns HF1 - Make/Say/Check/Mix
	2	<i>In order to establish Writers Workshop norms it is suggested that the first three weeks draw procedural lessons from Units of Study Book 1. If needed, writing process lessons should be drawn from Write Source - The Writing Process and/or Write Traits.</i>			<i>Text to Self Connections.</i> <i>Sheila Rae the Brave</i>	<i>A Bad Case of Stripes</i>	Short and Long A	LS2 - Short Vowel SP3 - Silent E pattern SP4 - -ame, -ake, -ate
	3				<i>Text to Self Connections.</i> <i>Ibis: A True Whale Story</i>		Short and Long E	WSA2 - Look, Say, Cover SP9 - Patterns with -ee HF2 - Lotto
	4				<i>Narrative Writing. Write Source pages 62-95 and/or Units of Study Book 2 Sessions 1-5, 7-10, 11-15 Units of Study Book 5 Sessions 1-8 (to be determined by teacher based on instructional need).</i>	<i>Ideas.</i> Write Traits pages 2- 19 and/or Write Source pages 352-358 (to be determined by teacher based on instructional need).	<i>Capitalization.</i> Write Source pages 398-401 and/or Write Source Skills Book pages 43- 48, 51-56 (to be determined by teacher based on instructional need. Instruction in other conventions may be address	<i>Text to Self Connections.</i> <i>A Chair for My Mother</i>
	5	<i>Organization.</i> Write Traits pages 20-37 and/or Write Source pages 359-365 (to be determined by teacher based on instructional need).	through small groups and/or conferencing).	IDR Conferences	<i>Picnic at Mudsock Meadow</i>	Short and Long O	SP6 - -obe, -oke, -ore, - ope WSA1 - Write, Build, Fix, Mix	
	6			<i>Punctuation.</i> Write Source 382-385 and/or Write Source Skills Book pages 3-4; 7-8 (to be determined by teacher based on instructional need. Instruction in other conventions may be address	<i>Text to Self Connections.</i> <i>Jamacia's Tag Long</i>	<i>Chato's Kitchen</i>	Short and Long U	LS4 - Long and Short vowel WS10- Contractions: am, is, will
	7	<i>Conventions.</i> Write Traits pages 92-110 and/or Write Source Proofreader's Guide pages 380-459 (to be determined by teacher based on need).	through small groups and/or conferencing).	<i>Text to Self Connections.</i> <i>Alexander and the Horrible Terrible No Good Very Bad Day</i>	<i>Everybody Cooks Rice</i>	Long Vowels (final Y)	LS8 - Y sound WS11 - Contractions: not, are	
	8			IDR Conferences		Review Lessons 2- 7	WM1 - Synonyms WM2 - Antonyms WM3 - Synonyms and Antonyms	
	9			<i>Visualizing.</i> <i>A Tree is Nice & Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems</i>	<i>Eat Your Vegetables (From Rats on the Roof)</i>	Short Vowels (A, I)	SP2 - -ack, -ick WSA4 - Making Connections	

* For instruction in MIGs not addressed by *Making Meaning*, please refer to Section III of the Curriculum Guide.

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Week	Writing			Making Meaning	Text Talk	Spelling	Phonics	
	Writing Learning Goal(s): Narrative Writing; Audience & Purpose Writing (Friendly Letters, Messages, etc.).MIG 3A & 3D	6 + 1 Writing Traits Focus: Conventions; Voice; Sentence Fluency MIG 1A	Conventions Learning Goal(s): Commas (dates); Apostrophes (contractions); Pronouns (replacing nouns) MIG 2C & 2D	Reading Learning Goal(s):* Visualizing; Infer; Questioning MIG 1E	Reading Learning Goal(s): Vocabulary Development MIG 1E	Spelling Learning Goal(s): Simple spelling patterns; high frequency words; etc. MIG 2E	Phonics Learning Goal(s): Develop and apply decoding strategies MIG 1A	
2 nd Quarter	10	Descriptive Writing. Write Source pages 50-61 and/or Units of Study Book 2 Sessions 1-8 (to be determined by teacher based on instructional need).	Word Choice. Write Traits pages 56-73 and/or Write Source pages 368-374 (to be determined by teacher based on instructional need).	Adjectives. Write Source pages 332-335 and/or Write Source Skills Book pages 133-136; 139-140 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	Visualizing. Poppelton & Friends; Days with Frog and Toad	<i>Eat Your Vegetables (From Rats on the Roof) continued</i>	Short Vowels (E, O)	SP8 - Patterns with double letters WSA4 - Follow the Path WSA6 - Using syllables
	11				Visualizing. "The Kite" in Days with Frog and Toad	<i>Grandpa's Teeth</i>	Short and Long Vowels (U, Y)	WS12 - Summarizing contractions WSA9 - Making Connections with patterns
	12				Apostrophes. Write Source pages 390-391; Write Source Skills Book pages 29-32 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	Visualizing. The Paperboy		Long Vowels (silent letter partners)
	13	Friendly Letters & Messages. Write Sources pages 138-151; Friendly Letters & Messages. Write Sources pages 138-151; 535; 60-61 (to be determined by teacher based on instructional need).	Voice. Write Traits pages 38-55 and/or Write Source pages 366-367 (to be determined by teacher based on instructional need).	Pronouns. Write Source pages 442-443 and/or Write Source Skills Book 119-124 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	IDR Conferences	<i>The Patchwork Quilt</i>	Long Vowels (I, U, Y)	LS22 - -a, -e, -ay, -ai SP13 - CVVG
	14				Inference. What Mary Jo Shared	<i>The Cow Who Wouldn't Come Down</i>	Consonant Digraphs (ch, th)	LS13 - Consonant digraphs LS14 - Consonants with 2 sounds: c, g, th
	15				Inference. Erandi's Braids		Consonant Blends	Choose: LS1, LS5, LS6, LS18
	16	How To: Write Source Pages 104-128; 375 Units of Study Book 6 Sessions 1-6 (determined by teacher based on instructional need).	Sentence Fluency. Write Traits pages 74-91 and/or Write Source pages 375-376 (to be determined by teacher based on instructional need).	Pronouns. Write Source pages 442-443 and/or Write Source Skills Book 119-124 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	Inference. Chester's Way	<i>Porkenstein</i>	Review Lessons 9-15	WM4 - Homophones WM5 - Homophones HF4 - Concentration
	17				Inference. The Greatest Treasure		Benchmark Assessment	WSA7 - Connections with words that start the same WSA8 - Connections with words that end the
	18				IDR Conferences	<i>The Princess and the Pizza</i>	Consonants (final k, ck)	LS10 - Ending Clusters SP16 - Patterns with ending clusters
19			Questioning. The Incredible Painting of Felix Clousseau & The Ghost Eye Tree	<i>Just Plain Fancy</i>	Plurals (-s)	WS13 - Comparisons -er, -est WS15 - Adding -er and doubling consonants		

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Week	Writing			Making Meaning	Text Talk	Spelling	Phonics		
	Writing Learning Goal(s): Persuasive Writing <i>MIG 3C</i>	6 + 1 Writing Traits Focus: Voice; Conventions; Presentation <i>MIG 1A</i>	Conventions Learning Goal(s): Adjectives; Sentence Construction (declarative & interrogative) <i>MIG 2D & 2F</i>	Reading Learning Goal(s):* Questioning <i>MIG 1E</i>	Reading Learning Goal(s): Vocabulary Development <i>MIG 1E</i>	Spelling Learning Goal(s): Simple spelling patterns; high frequency words; etc. <i>MIG 2E</i>	Phonics Learning Goal(s): Develop and apply decoding strategies <i>MIG 1A</i>		
3 rd Quarter	20	Persuasive Writing. Write Source pages 130-161 (to be determined by teacher based on instructional need). Persuasive Writing. Write Source pages 130-161 (to be determined by teacher based on instructional need).	Voice. Write Traits pages 38-55 and/or Write Source pages 366-367 (to be determined by teacher based on instructional need).	Commas. Write Source pages 386-389 and/or Write Source Skills Book pages 23-24 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	Questioning. <i>Galimoto</i>	<i>Just Plain Fancy</i>	Plurals (-es)	HF5 - Word Sort LLS11 - Double Consonants	
	21				Questioning. <i>The Paper Crane</i>	<i>Catch-up week</i>	Plurals (-s, -es)	WS9 - Forming Plurals with -s and -es WS4 - Syllables in words with double consonants	
	22				Conventions. Write Traits pages 92-110 and/or Write Source Proofreader's Guide pages 380-459 (to be determined by teacher based on instructional need).	IDR Conferences	<i>The Rough-Face Girl</i>	Plurals (y to i, irregular form)	WS16 - Suffixes to -y WS19 - Plurals with words ending in -y
	23				Sentence Construction. Write Source pages 342-345 and/or Write Source Skills Book pages 95-96; 101-105 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	Questioning. <i>Beatrix Potter and the Tale of Peter Rabbit</i>	<i>The Three Questions</i>	Consonants (silent letter patterns)	WS23 - Plurals for words ending in -f WS24 - Plurals - changing spelling
	24	Presentation. Write Source pages 377-379 (to be determined by teacher based on instructional need).	Questioning. <i>The Art Lesson</i>		Long Vowels (silent letter patterns)	LS21 - ou, ow, aw SP12 - -ight			
	25	Expository Writing. Write Source pages 96-129 and/or Units of Study Book 6 Sessions 7-15 (to be determined by teacher based on instructional need)			Questioning. <i>It Could Still Be a Worm & Plants that Eat Animals</i>	<i>Angel Child, Dragon Child</i>	Long Vowels (silent letter patterns)	SP10 - oo vowels SP11 - -ail, -ain, -am LS9 - oo vowels	
	26				Questioning. <i>Fishes</i>		Review Lessons 18-25	SP14 - Summarizing phonograms WS25 - Making Plural Forms	
	27				Questioning. <i>Pop! A Book About Bubbles</i>	<i>Catch-up week</i>	Past Tense	WS5 - Past Tense WS21 - -er to words ending in y WS6 - Past tense	
	28				IDR Conferences	<i>The Three Little Wolves and the Big Bad Pig</i>	Past Tense	WS14 - Past Tense - double consonant HF6 - Word Search	

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Week	Writing			Making Meaning	Text Talk	Spelling	Phonics
	Writing Learning Goal(s): Expository Writing MIG 3C	6 + 1 Writing Traits Focus: Ideas; Word Choice; Voice; Organization; Sentence Fluency; Conventions; Presentation MIG 1A	Conventions Learning Goal(s):	Reading Learning Goal(s):* Infer; Comprehension MIG 1E & 1F	Reading Learning Goal(s): Vocabulary Development MIG 1E	Spelling Learning Goal(s): Simple spelling patterns; high frequency words; etc. MIG 2E	Phonics Learning Goal(s): Develop and apply decoding strategies MIG 1A
4 th Quarter	29	<i>Expository Writing continued (see above)</i>	Apply all 6 + 1 Traits of Writing Apply conventions instruction from first three quarters (extracurricular opportunities from Write Source include Possessive Nouns, Dialogue, Comma Usage, etc).	<i>Inference. Wild Ride, Summer of the Sharks; A Nose for the Arts</i>	<i>Wolf!</i>	Preconsonant Nasals	SP7 - -ing, -ink WS18 - Adding -s, -ed, -ing
	30	<i>Narrative Writing/Story Elements</i> -Write Source pages 208-217, 363		<i>Inference. Me First</i>		Short and Long A (multisyllabic words)	WS4 - Syllables with double consonants WS8 - Syllables
	31			<i>Inference. Big Al</i>		Short and Long E (multisyllabic words)	WS26 - Closed syllables WS27 - Open syllables
	32	<i>Expository Writing/Report Writing</i> Write Source 258-279		IDR Conferences	<i>Montezuma's Revenge</i>	Short and Long I (multisyllabic words)	WS28 - Open and closed syllables WS22 - Comparatives with -er, -est
	33			<i>To be determined by teacher</i>		Short and Long O (multisyllabic words)	HF7 - Word Ladders WS17 - Summary for Past Tense
	34			IDR Conferences	Koko's Kitten	Short and Long U (multisyllabic words)	HF8 - Go Fish SP17 - Spelling Patterns
	35	To be determined by teacher (extracurricular instructional opportunities include Write		IDR Conferences	The Great Kapok Tree	Review (lessons 27-34)	To be determined by teacher.
	36	Source Creative Writing pages 206-241 and/or Units of Study Books 3-5, 7).		To be determined by teacher.		Benchmark Assessment	
	37					To be determined by teacher.	

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