



## English Language Arts Grade 2nd

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# TABLE OF CONTENTS

## English Language Arts 2

### 2<sup>nd</sup> Grade

Hazelwood School District Mission Statement .....	3
Hazelwood School District Vision Statement .....	3
Hazelwood School District Goals.....	3
Curriculum Overview .....	4
Course Overview.....	5
Recommended Pacing Guide .....	12
Required Daily Instructional Components.....	19
Daily Instructional Format Options .....	21
Activities/Games to Increase Retention of Sight Words.....	24
2 <sup>nd</sup> Grade Sight Word List.....	29
2 <sup>nd</sup> Grade Curriculum – Unit 1 .....	30
2 <sup>nd</sup> Grade Curriculum – Unit 2 .....	175
2 <sup>nd</sup> Grade Curriculum – Unit 3.....	290
2 <sup>nd</sup> Grade Curriculum - Unit 4.....	377
Appendices.....	484

# Hazelwood School District

## **Mission Statement**

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

## **Vision Statement**

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

## **Goals**

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

## Curriculum Overview

Internal literacy data for 2<sup>nd</sup> grade students reports 49.4 % of our students departing for 3<sup>rd</sup> grade reading on grade-level according to the AIMS Fluency assessment, leaving only 50.6% of students meeting baseline literacy targets. The district-wide reading data further confirms the need for intensive curriculum revision. Longitudinal cohort data trends demonstrate students struggle to regain proficiency after the end students second grade year.

In addition to the analyzed data trends, a change in state standards and reading level expectations has resulted in a need for intensive curriculum revision to ensure Hazelwood's students are adequately prepared to meet grade-level learning expectations. After a careful review of annual data and longitudinal cohort data it was determined by both the Curriculum Department and the District Literacy Task Force that a revised curriculum was a high-priority necessity.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports a reading/writing approach that emphasizes systematic and explicit phonemic awareness and phonics instruction, reading strategies, the writing process, and writing that is defined by the standards-based scoring guides for each genre.

The committee members aligned the curriculum with the 2010 Missouri Learning Standards published by DESE. The curriculum meets all of the state and district requirements for 21<sup>st</sup> century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required;** the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students, with the exception of phonemic awareness and phonics instruction which require systematic and explicit instruction as the building blocks for encoding and decoding to read. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the performance assessment. Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own. Spelling should be taught to mirror the grade-level phonics continuum to teach students the spelling rules and word patterns they are learning. An additional 3-5 personalized spelling words that are misspelled in students' writing should be incorporated into their weekly spelling list. Handwriting is not taught in isolation, but rather part of learning about letters, sounds and the patterns found within the English Language.

The Hazelwood Required Instructional Components for kindergarten through second grade should be used by teachers when selecting the order of the objectives. The Hazelwood Required Instructional Components ensures an appropriate balance of reading, writing, and word study that is recommended by research and the District Literacy Task Force recommendations from 2015. All English Language Arts teachers should select objectives and resources to best match the instructional activities and fit the needs of their students. One of the provided Instructional Frameworks that contain the required components should be used by all teachers to ensure consistent and rigorous instruction. Although there may be occasional exceptions to these formats, the Instructional Frameworks should be followed to ensure our students consistently receive high quality reading, speaking, listening and writing instruction.

COURSE TITLE: ENGLISH LANGUAGE ARTS 2

GRADE LEVEL: 2nd

**Course Description:**

The English Language Arts course is designed to promote the development of essential literacy skills for primary readers. Students will develop their phonics, vocabulary, speaking and listening skills. As students read and apply their growing comprehension skills, they will acquire oral language through discussion and collaborative reading and writing with their peers that will help them acquire new information from print and electronic texts. Primary readers and writers will develop their stamina for reading and writing longer texts and the ability to make meaning of both fiction, nonfiction and poetry. Students will develop foundational life-long reading, writing, speaking, listening and thinking strategies to help them make meaning of the world around them.

**Course Rationale:**

The English Language Arts curriculum is considered essential for the academic, social and cognitive development of students who are expected to become successful and productive members of society. The English Language Arts curriculum contains the listening, discourse, reading and writing skills needed for students to demonstrate maximum growth in every other subject area and in their future careers. As part of the English Language Arts curriculum students will acquire the necessary skills to think analytically about information presented to them in a variety of formats, including speaking, writing and various forms of print and electronic media.

The English Language Arts curriculum will prepare students to be critical interpreters of media, to articulate their thoughts and back them with evidence and prepare them to express their own ideas artfully and effectively. The English Language Arts curriculum is designed to elevate students beyond baseline skills and provide them with rigorous and relevant opportunities to arm them with the communication skills and literacy interpretation skills required to not only skillfully navigate but lead the global community of the ever evolving 21<sup>st</sup> Century.

**Course Scope and Sequence**

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>
40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes

## Unit Objectives

### Unit 1

1. The student will be able to ask and answer questions such as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
2. The learner can identify how characters respond to major events and challenges in a story.
3. The learner can make predictions about the meaning of a word based upon prior knowledge.
4. The learner can retell key details after listening to a story read aloud.
5. The learner can identify how characters respond to major events and challenges in a story.
6. The learner can make predictions about the meaning of a word based upon prior knowledge.
7. The learner can retell key details after listening to a story read aloud.
8. The learner can use sentence-level word parts and context as a clue to the meaning of a word or phrase.
9. The learner can determine the meaning of the new word formed when a prefix is added to a known word).
10. The learner can use a known root word as a clue to the meaning of a n unknown word with the same root.
11. The learner can use knowledge of the meaning of individual words to predict the meaning of compound words.
12. The learner can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
13. The learner can describe how words and phrases supply rhythm and meaning in a story, poem or song.
14. The learner can describe the overall structure of a fiction story.
15. The learner can describe how the beginning introduces the story.
16. The learner can describe how the ending concludes with an action.
17. The learner can ask and answer questions such as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
18. The learner can read different nonfiction text features to clarify text.
19. The learner can interpret visual information features in text, such as charts, diagrams, graphs, photographs, animations, and interactive elements.
20. The learner can apply the information from the text features and apply the information to better understand the passage that accompanies the image.
21. The student can explain the connections and relationships among individuals, ideas or events described in historical or scientific text.
22. The student can use information gathered from listening or reading a story and use that information to answer question(s).
23. The student can explain the connections and relationships among individuals, ideas or events described in historical or scientific text.
24. The learner can compare and contrast the most important points from two texts on the same topic.
25. The Learner can write a narrative to recount a well elaborated event or short sequence of events.
26. The learner can use temporal words to signal event order.
27. The learner can provide a sense of closure.
28. The learner can, with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
29. The learner can include details to describe actions, thoughts and feelings.

30. The learner can, with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
31. The learner can use collective nouns.
32. The learner can form and use frequently occurring irregular plural nouns.
33. The learner can use reflexive pronouns.
34. The learner can form and use the past tense of frequently occurring irregular verbs.
35. The learner can use adjectives and adverbs and choose between them depending on what is to be modified.
36. The learner can ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
37. The learner can recount stories, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral.
38. The learner can use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
39. The learner can recount stories, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral.

## Unit 2

1. The learner can ask and answer questions such as *who*, *what*, *when*, *where*, *why*, and *how* to demonstrate understanding of key details in fiction and informational text.
2. The learner can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. The learner can explain the connections and relationships among individuals, ideas or events described in nonfiction text.
4. The student can identify how nonfiction characters respond to major events or challenges.
5. The learner can explain the connections and relationships among individuals, ideas or events described in informational text.
6. The student can identify how characters respond to major events or challenges.
7. The learner can describe the overall structure of fictional stories, including describing how the beginning introduces the story and the ending concludes the action.
8. The learner can locate key facts or information in nonfiction text efficiently using electronic sources (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons).
9. The learner can describe how reasons support specific points the author makes in a text.
10. The student can understand the differences in the point of view of characters, and can use a different voice for each character when reading dialogue aloud.
11. The learner can tell a story aloud, with appropriate important facts and descriptive details.
12. The learner can identify the main purpose of informational text.
13. The learner can identify what the author wants to answer, explain or describe in informational text.
14. The learner can use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
15. The learners will write about a topic stating an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
16. The learner can revise writing with help from adults and peers to focus on a topic and strengthen writing.
17. The learner can participate in collaborative conversations to improve student writing.

18. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives, and adverbs to describe.
19. The learner can edit writing with help from adults and peers to focus on a topic and strengthen writing.

### Unit 3

1. The learner can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2. The Learner can identify the focus of specific paragraphs within a text.
3. The learner can understand the differences in the point of view of characters, and can use a different voice for each character when reading dialogue aloud.
4. The learner can gather information from listening or reading a story and use that information in their writing to compare/contrast various character's points of view point of view.
5. The learner can tell a story aloud, with appropriate important facts and descriptive details.
6. The learner can identify the main purpose of a text, including what the author wants to answer, explain, or describe.
7. The learner can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
8. The Learner can compare and compare and contrast the most important points presented by two texts on the same topic.
9. The learner can write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
10. The learner can introduce a topic stating an opinion, clearly answer the question about the opinion, provide reasons support your opinion, and "wrap up" the piece with a concluding sentence or phrase.
11. The Learner can participate in shared research and writing projects.

### Unit 4

1. The learner can identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
2. The learner can tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
3. The student can explain the meaning of words or phrases in text, relevant to a grade level content.
4. The learner can compare and contrast two or more versions of the same story by different authors or form different cultures.
5. The learner can identify specific images such as diagrams, charts, graphs, photographs, animations, and interactive elements help readers clarify nonfiction text that is read.
6. The learner will describe how reasons support specific points the author makes in a text.
7. The learner can understand the differences in the point of view of characters, and can use a different voice for each character when reading dialogue aloud.
8. The learner can write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.



## Essential Terminology/Vocabulary

Essential Vocabulary in this course represents words from three tiers of vocabulary recommended in research.

<i>Hazelwood Vocabulary Acquisition Plan</i>	
Tier 3	Academic Vocabulary from English Language Arts skills and standards
Tier 2	Academic Vocabulary found across and within texts
Tier 1	K – 5 <sup>th</sup> Grade High Frequency Word Lists

A list of High Frequency Tier 1 words for each grade are taught throughout each quarter. Tier 2 words are determined based upon the commonly used academic words within each text read with students. Academic vocabulary is taught through learning targets and skills to represent Tier 3 words. The key Tier 3 academic vocabulary words for each are listed below.

### Unit 1

Characters, setting, problem, solution, retell, main idea, details, and gist, fable, lesson, moral, choices, and compare, characters, story events, key details, respond, major and challenge, Stanza, compound words, root words, alliteration, learning partner and cooperative learning, story structure, beginning, middle, end, action, conclude, setting, character, problem, goal, solution, central message and theme, survey, question, read, recite, review predict, retell, main idea and details, Images ,diagrams, charts, graphs, photographs, animations, interactive elements, clarify nonfiction, text features, interpret and visual information, relationships, text specific, read ,cover, remember and retell, close reading, gist statement, summarize, text specific, connections/relationships, diagram, chart, heading, subheading, illustration, picture, compare, contrast, and topic, Narrative, mentor text, beginning, middle, end, retell and story, narrative, mentor text, describe, language and adjective, narrative, mentor text, beginning, middle, end, retell, story, and closure, newspaper, reporter, lead, headline, interview, and report, fable, folktale, morale, lesson and culture, Illustrations, text features, character, setting and plot, Story structure, beginning, middle, end, action, conclude, table of contents, setting, character.

### Unit 2

Character, setting, main idea, details, describe, and explain, fable, folk tale, moral, lesson, and characters, character traits, , characteristics, connection, similarities and differences, community, learning community, community helper, cause, effect and text specific, Story structure, beginning, middle, end, action, conclude, who, when, what, where, how, why, first, after that, then, next, and finally, Text features, captions, headings, subheadings, fast facts, electronic menus, bold, italics, photographs, illustrations, textbox, diagram, table, timeline, glossaries, index, table of contents, graphic organizer, icons, map, charts, title, hypertext, conventions, electronic texts, verify, conventions, acknowledge, unique text-structure, main idea, supporting details, and evidence, Fluency, "point of view", dialogue, and expressions, main purpose, summarize, graphic organizer, illustrations, evidence, and predict, character, main character, setting, plot and illustrations, summary, summarize, opinion, justify, reasons, conclude, concluding statements, linking words/verbs, introduce, topic, restate, supply, evidence, support, graphic organizer, revise, adjectives, and adverbs, punctuation, spelling, spacing and edit

### Unit 3

Fables, characters, and folk tales, topic, paragraphs, main topic, focus, details, point of view, opinion and evidence, main purpose and authors purpose, paragraph, multi-paragraph, KWL, and main topic paragraph, multi-paragraph, KWL, and main topic, diagram, chart, heading, subheading, illustration, picture, compare, contrast and topic, fact, opinion, introduction, conclusion, writing process, brainstorm, prewrite, rough draft, revise, edit, final copy, and peer edit, Introduce, topic statement, opinion, reasons, support, justify, "wrap up," concluding sentence or phrase, Research, facts and details,

### Unit4

Main topic, main idea, paragraphs, topic, focus, supporting details and details, retell, sequencing words and key details, vocabulary, context, clues, notes and meaning, compare, contrast, similar, different, character, setting, problem, solution, conflict, and resolution, images ,diagrams, charts, graphs, photographs, animations, interactive elements, clarify, nonfiction, text features, interpret, visual information, presentation, present, audience, key ideas/points, text evidence, addition terms based on content of text, point of view, opinion and evidence, prewrite, rough draft, revise, edit, final copy, explanatory, facts and informational text

## Course Materials and Resources:

### Reading Instructional Resources:

As emerging readers, 2<sup>nd</sup> grade students will receive explicit systematic phonemic awareness and phonics instruction. Each classroom teacher will receive a **Fundations Level 2 Kit** and a class set of student materials. Beyond **Fundations** instruction, teachers should ensure they have covered the phonemic awareness and phonics skills identified on the **Hazelwood Word Work Continuum**.

### Teachers will receive the following texts:

- Whole Class Book Sets
- Classroom sets for small groups/Literature Circle Novel Sets
- Classroom Library Books
- Decodable text

Text listed below are provided for each teacher as a class set of 30. Additional sets of thematically related text based upon literacy, social studies or science topics are included in sets of 10 for small group/guided reading or a set of 2 for the classroom library.

**Note:** Leveled readers/texts from the previous reading programs and books available bookrooms should remain in use for guided reading groups or student's independent reading. The science and social studies leveled online readers may be integrated as a thematically related way for students to practice their reading skills and develop content knowledge.

### Hazelwood School District 2<sup>nd</sup> Grade Tiered Vocabulary List

- Sight Word List (see Appendices)
- Academic Vocabulary list (included in each guide)

### Writing Instruction:

- Strategies for Writers Teacher's Guide
- Strategies for Writers Student Workbook

### Additional Resources:

- Online Text
  - News ELA
  - Readworks
- Online Dictionary and Thesaurus Resources
  - <http://www.merriam-webster.com/dictionary>
  - <http://www.thefreedictionary.com>

Video: A maximum of 6 hours per semester of videos or cuttings from videos may be shown

## Recommended Pacing Guide

The pacing below is recommended but not required. The books listed below are provided for each teacher as a class set of 30 and were selected based upon the appropriateness of their topic and reading level to teach identified skills within each unit.

Additional sets of thematically related text based upon literacy, social studies or science topics are included in sets of 10 for small group/guided reading or a set of 2 for the classroom library.

### Unit 1

Whole Group Books		
Title	Genre	Standard
Boundless Grace	Fiction	RL 2.1, RL 2.3, RL 2.4, RL 2.5
The Magic Finger	Fiction	RL 2.1, RL 2.3, RL 2.4, RL 2.5
Amazing Grace (Read Aloud)	Fiction	RL 2.1, RL 2.3, RL 2.4, RL 2.5
Lily's Purple Plastic Purse (Read Aloud)	Fiction	RL 2.1, RL 2.3, RL 2.4, RL 2.5
Wolf!	Fiction	RL 2.1, RL 2.3, RL 2.4, RL 2.5

Small Group Texts		
Title	Genre	Standard
Tools Scientists Use	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c
Lives in a Rural Community- Benchmark	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c
Life in a Suburban Community- Benchmark	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c
Life in an Urban-Benchmark	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c
The Hard Times Jar-Scholastic	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c
Tight Times	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c
Our Needs and Wants- Benchmark	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c
Being a Responsible Citizen- Benchmark	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c
Changing Matter	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c
This is my House	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c
Helping Paws Dogs that Serve	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c
Alexander who used to be rich last Sunday	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c

Classroom Libraries		
Title	Genre	Standard
Tools Scientists Use	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c
Dinosaurs- Kids National Geographic	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c
The Magic School Bus In the Time of Dinosaurs	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c
Follow the Water from Brook to Ocean	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c
Weather Words & What they Mean	Informational	RI 2.1, RI 2.2, RI 2.3, RI 2.7, RI 2.9, L 2.3a, L2.4b, L 2.4c

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
<b>Unit 1: Narrative Writing</b>		
12-15	<b>*Descriptive Paper</b>	316-336
	Descriptive sketch	342-362
	Fable	56-76
	Next Generation Assessment Practice	82-105
<p><b>District Narrative Writing Prompt:</b> In the story Oh Nuts! Chestnut and Daisy are best friends who have a lot of fun together. They race each other, climb trees and eat scraps together. Things change when Chestnut begins to prepare for the winter and Daisy refuses to join him in gathering nuts.</p> <p>Write your own narrative about two friends that have a disagreement about something. Be sure to include characters, setting, a plot and a conclusion.</p>		

**Unit 2**

Whole Group Books		
Title	Genre	Standard
Mountains of Fire	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.8
Stone Fox	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.8
Frog Report	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.8

Small Group Texts		
Title	Genre	Standard
Fossils	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.8
Sand	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.8
That Looks Different!	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.8
Energy and the Sun	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.8
Boom!	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.8
Birds Eye View of a Neighborhood	Fiction	RL 2.1, RL 2.2, RL 2.3, RL 2.5, RL 2.6, RL 2.7,
Maps of my School	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.8
Map Skills	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.8
Frog Report	Fiction	RL 2.1, RL 2.2, RL 2.3, RL 2.5, RL 2.6, RL 2.7,

Classroom Libraries		
Title	Genre	Standard
Dinosaur Detectives	Fiction	RL 2.1, RL 2.2, RL 2.3, RL 2.5, RL 2.6, RL 2.7,
The Sun, the Wind and the Rain	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.8
On Safari	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.8

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
<b>Unit 2: Opinion Writing</b>		
12-15	*Response to Literature	238-262
	Opinion Paper	212-236
	Next Generation Assessment Practice	290-310
<p><b>District Opinion Writing Prompt:</b> Thinking about this book we have read, write a book review. A book review is an opinion piece. You need to tell if you liked or did not like the book, giving reasons from the book to support your opinion. Remember to review all of the steps of opinion writing that we have practiced. Using your rubric or checklist will help you to do a good job.</p>		

**Unit 3**

Whole Group Books		
Title	Genre	Standard
The Girl Who Loved Wild Horses	Fiction	RL2.2, RL 2.6,
The Legend of the Blue Bonnett	Informational	RI 2.2, RI 2.6, RI 2.9
The Three Little Pigs -James Marshall	Fiction	RL2.2, RL 2.6,
Cinderredna	Fiction	RL2.2, RL 2.6,
The Very First Americans	Informational	RI 2.2, RI 2.6, RI 2.9
I Survived.....the Shark Attacks of 1916	Informational	RI 2.2, RI 2.6, RI 2.9
I Survived.... The San Francisco Earthquake of 1906	Informational	RI 2.2, RI 2.6, RI 2.9



Small Group Texts		
Title	Genre	Standard
The World Solar Challenge	Informational	RI 2.2, RI 2.6, RI 2.9
Animals with Backbones	Informational	RI 2.2, RI 2.6, RI 2.9
Frogs	Informational	RI 2.2, RI 2.6, RI 2.9
Life in the Ocean	Informational	RI 2.2, RI 2.6, RI 2.9
Summer Day Slushes	Fiction	RL2.2, RL 2.6,
Everything is Made of Matter	Informational	RI 2.2, RI 2.6, RI 2.9
Changes All Around Us	Informational	RI 2.2, RI 2.6, RI 2.9
A Bad Case of Stripes	Fiction	RL2.2, RL 2.6,
Stone Soup	Fiction	RL2.2, RL 2.6,
Native Americans of the Plains	Informational	RI 2.2, RI 2.6, RI 2.9
Native Americans of the Southwest	Informational	RI 2.2, RI 2.6, RI 2.9
Native Americans of the Eastern Woodlands	Informational	RI 2.2, RI 2.6, RI 2.9
Native Americans of the Northwest	Informational	RI 2.2, RI 2.6, RI 2.9

Classroom Libraries		
Title	Genre	Standard
Pocahontas	Informational	RI 2.2, RI 2.6, RI 2.9
Sacajawea	Informational	RI 2.2, RI 2.6, RI 2.9
The Three Little Pigs and the Somewhat Bad Wolf (Read Aloud)	Fiction	RL2.2, RL 2.6,

District Unit Curriculum Objectives	Writing Genre	<i>Strategies for Writers</i> Corresponding Pages
<b>Unit 3: Opinion Writing</b>		
10-12	Descriptive Paper	316-340
	Descriptive Sketch	342-366
	Next Generation Assessment Practice	290-310
	<b>District Opinion Writing Prompt:</b> Now, you are going to write an opinion piece that answers this question: Which kind of pet is best, a cat or a dog?	

## Unit 4

Whole Class Books		
Book	Genre	Standard
Chocolate Fever	Fiction	RL 2.6, RL 2.9
The Magic Finger	Fiction	RL 2.6, RL 2.9
Stone Fox	Fiction	RL 2.6, RL 2.9
Sea Turtles		
Frogs and Tadpoles, Too	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8,
The Luckiest Kid on the Planet (teacher read aloud, inferencing)	Fiction	RL 2.6, RL 2.9
First Dog	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8,
Scruffy Finds his place in the pack	Fiction	RL 2.6, RL 2.9
Moon Stick	Fiction	RL 2.6, RL 2.9

Small Group		
Book	Genre	Standard
Cactuses	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8
Cody's Snake Tale	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8
A Tree of Her Own	Fiction	RL 2.6, RL 2.9
Mystery Seed	Fiction	RL 2.6, RL 2.9
Strange Animals	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8
Forces	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8
Motion	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8
The Parts of a Plant	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8
What do Plants Need	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8
Oak Tree Has a Life Cycle	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8
I Survived the San Francisco Earthquake	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8
Because of Winn Dixie	Fiction	RL 2.6, RL 2.9
Cats Verses Dogs	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8
Little Pink Pup	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8
The Reason for a Flower	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8
From Seed to Pumpkin	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8
Acorn to Oak Tree	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8
Vegetables, Vegetables	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8

Classroom Library		
Book	Genre	Standard
Babushka's Doll strong character, central message, inferencing (read aloud)	Fiction	RL 2.6, RL 2.9
Precious and the Boo Hag (teacher read aloud, inferencing)	Fiction	RL 2.6, RL 2.9
The Relatives Came (teacher read aloud, writing)	Fiction	RL 2.6, RL 2.9
Amazing Grace (Beginning, Middle, & End)	Fiction	RL 2.6, RL 2.9
Martin Luther King, Jr.	Informational	RI 2.2, RI 2.4, RI 2.7, RI 2.8
Ruby Bridges	Fiction	RL 2.6, RL 2.9
Dinosaur Extremes	Fiction	RL 2.6, RL 2.9

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
<b>Unit 4: Research Report</b>		
9	<b>Informative/Explanatory</b>	
	*Research Report	160-184
	Descriptive Paper	316-336
	Descriptive Sketch	342-362
	Next Generation Assessment Practice	186-206
<p><b>District Informative/Explanatory Prompt:</b> The stories "<u>Animals in the Rainforest</u>" and "<u>Who Lives in the Rainforest?</u>" told many interesting facts about the animals who live there. Reread the stories and choose an animal to describe. Include in your description of the animal the following things:</p> <ul style="list-style-type: none"> <li>• a topic sentence telling the reader what your story will be about</li> <li>• information describing your animal</li> <li>• information explaining where your animal lives in the rainforest</li> <li>• an explanation telling why your animal is more interesting than other rainforest animals a concluding sentence</li> </ul>		

# Hazelwood Required Instructional Components K –2<sup>nd</sup>

## Component 1: Word Work and Vocabulary

- Each word work section should begin with a learning target, include a strong/weak example and end with a quick formative check
- The **Fundations** program should be taught daily, whole-group for 25-30 minutes to incorporate concepts of print, phonemic awareness, phonics, and word work from the Hazelwood Word Work Continuum
- Sight word vocabulary should be taught using **Fundations Trick Words** and the list provided by the district
- Vocabulary Instruction should include:
  - Visual examples
  - Identification of supporting context clues within text
  - Multiple exposures to words over the cycle of instruction

## Component 2: Explicit Comprehension Instruction inclusive of the Cycle of Effective Instruction (i.e. gradual release).

- Establish Purpose/Share comprehension learning targets and essential questions.
- Modeling and Thinking aloud to promote student internalizing reading comprehension strategies
- Includes strong and weak examples and visual “Showing not telling” of the text using text annotation and/or graphic organizers
- Guided and supported practice on a short excerpt of text with immediate feedback
- Formative check using a slightly longer segment of the text
- Each explicit comprehension instruction section should begin with a learning target, include a strong/weak example, include a quick formative after guided practice and end with a quick formative check

## Component 3: Independent Student Practice with teacher support and active reading strategies for accountability and to serve as Checking for Understanding (CFU)

- Active Reading Strategy directly linked to the focus comprehension strategy or skill
- Method to help students “show their work” through interactive reading, questioning or responding
  - Graphic organizer
  - Strategy guides
  - Questions, story response from, post-its, etc.

## Component 4: Daily Writer’s Workshop

- Mini-lesson
- Writing Time (includes peer and teacher conferences)
- Student Sharing



## English Language Arts Daily Instructional Format Options

### Grades K-2

Hazelwood Required Components	Balanced Literacy Components	Direct Instruction Model	Readers' Workshop	Hybrid
<p><b>Component 1: Word Work and Vocabulary</b>                      *Each Word work section should begin with a learning target, include a strong/weak example and end with a quick formative check</p>	<p><b>Fundations (25-30 min)</b></p> <ul style="list-style-type: none"> <li>• Introduces phonemic awareness and phonics skills aligned to Hazelwood Word Work Continuum</li> <li>• Trick words will teach sight words; however, the additional sight word list should be incorporated as well</li> <li>• Spelling and handwriting are incorporated as part of learning to apply phonics skills</li> </ul>			
<p><b>Component 2: Explicit Comprehension Instruction inclusive of the Cycle of Effective Instruction or Gradual Release.</b></p> <ul style="list-style-type: none"> <li>▪ Establish Purpose/Share comprehension learning targets and essential questions.</li> <li>▪ Modeling (includes strong and weak examples and visual “Showing not telling” of the text)</li> <li>▪ Guided and supported practice on a short excerpt of text with immediate feedback</li> <li>▪ Formative check using a slightly longer segment of the text</li> </ul> <p>*Each explicit comprehension instruction section should begin with a learning target, include a strong/weak example, include a quick formative after guided practice and end with a quick formative check</p>	<p><b>Read Aloud (10-15 min.)</b></p> <ul style="list-style-type: none"> <li>• Teachers read aloud from an intentionally elected trade book to model specific reading skills or strategies</li> <li>• Teacher incorporate anchor charts, graphic organizer and questioning to promote student comprehension and internalization of the good reading behaviors</li> </ul> <p><b>Shared Reading (20-25 min.)</b></p> <ul style="list-style-type: none"> <li>• Read with students to model and facilitate cycles of practicing the skills with immediate feedback</li> <li>• Teacher reads the text more than once to highlight vocabulary meaning and deeper comprehension</li> <li>• Short segments of student practice or partner practice should be built in</li> </ul>	<p><b>Modeling and Supported Practice (35 min.)</b></p> <ul style="list-style-type: none"> <li>• Establish a purpose (share learning targets)</li> <li>• Model using a related higher level text, challenging portion of the current text or high-interest portion of the current text</li> <li>• Practice formats:                             <ul style="list-style-type: none"> <li>○ Partner Reading with discussion prompts</li> <li>○ Small group reading with graphic organizers</li> <li>○ Individual, partner or triad reading with annotations</li> <li>○ Teacher circulates to listen prompt, ask questions and check for understanding</li> </ul> </li> <li>• Cycle can repeat with the next section of text if students are struggling</li> </ul>	<p><b>Mini-lesson (20 min.)</b></p> <ul style="list-style-type: none"> <li>• Establish a purpose (share learning targets)</li> <li>• Model applying the skill</li> <li>• Provide guided practice paired with feedback</li> <li>• Formative Check</li> </ul>	<p><b>Modeling and Guided Practice (40 min.)</b></p> <ul style="list-style-type: none"> <li>• “A” Days: Mini-lesson, Read Aloud and Shared Reading lesson or Modeling and Supported Practice lesson followed by independent practice</li> <li>• “B” Days: Between 1<sup>st</sup> and 2<sup>nd</sup> Close Read or Reciprocal Reading Groups as deemed appropriate by the teacher knowledge of the text and skill (or task)</li> </ul>

Hazelwood Required Components	Balanced Literacy Components	Direct Instruction Model	Readers' Workshop	Hybrid
<p><b>Component 3: Independent Student Practice with teacher support, active reading strategies and checking for understanding.</b></p>	<p><b>Guided Reading (20-25 min)</b></p> <ul style="list-style-type: none"> <li>• Students read independently to apply the strategy and skill modeled during the Read Aloud and practiced during Shared Reading</li> <li>• The teacher meets with small-groups of students to reteach skills and/or circulates to provide student support</li> </ul>	<p><b>Independent Student Practice (20-25 min)</b></p> <ul style="list-style-type: none"> <li>• Students read the next section of text and apply it to their reading</li> <li>• Use any of a variety of formats including               <ul style="list-style-type: none"> <li>○ Literature circles</li> <li>○ Reciprocal Reading Groups</li> <li>○ After-reading discussion Partners/triads</li> </ul> </li> <li>• Formative check should be built into active reading strategies</li> </ul>	<p><b>Independent Reading and Student Work (40 min)</b></p> <ul style="list-style-type: none"> <li>• Using any of a variety of formats including               <ul style="list-style-type: none"> <li>○ Literature circles</li> <li>○ Reciprocal Reading Groups</li> <li>○ After-reading discussion Partners/triads</li> </ul> </li> <li>• Teacher Small Group Instruction               <ul style="list-style-type: none"> <li>○ Re-teaching mini-lessons</li> <li>○ Meeting with Lit. Circles or Reciprocal Groups</li> </ul> </li> </ul>	<p><b>Independent Student Practice (20 min)</b></p> <ul style="list-style-type: none"> <li>• "A" Days include Guided Reading or a form of Independent Student Practice</li> <li>• "B" Days will vary based upon the strategy employed.</li> </ul>
<p><b>Component 4: Writer's Workshop</b></p> <ul style="list-style-type: none"> <li>▪ Approximately 45 minutes of writing focused instruction</li> <li>▪ Topics for writing are aligned to the genre taught during the unit but should integrate other subject areas. Noted in unit integration boxes</li> </ul>	<p><b>Mini-lesson (15 min)</b></p> <ul style="list-style-type: none"> <li>• Focus lesson that includes               <ul style="list-style-type: none"> <li>○ Modeling writing with an intentional writing skill/strategy focus</li> <li>○ Explaining and facilitating student practice of a particular skill</li> <li>○ Sharing mentor text to highlight specific authoring skills</li> </ul> </li> </ul> <p><b>Writing Time (20-25 min.)</b></p> <ul style="list-style-type: none"> <li>• Includes peer revision and editing conference</li> <li>• Teacher/student conferences to establish writing goals and provide feedback</li> </ul> <p><b>Student Sharing (5 min.)</b></p> <ul style="list-style-type: none"> <li>• Students share published and "in process" work for peer feedback</li> </ul>			

## Sample “Hybrid” Day Reading Schedule K-2

Monday	Tuesday	Wednesday	Thursday	Friday
Foundations (25-30 min.)	Foundations (25-30 min.)	Foundations (25-30 min.)	Foundations (25-30 min.)	Foundations (25-30 min.)
<b>Mini-Lesson (15-20min)</b> <ul style="list-style-type: none"> <li>Teacher modeling using text or skill specific materials</li> <li>Setting up new books</li> <li>Modeling Lit. Circle Roles</li> <li>10 Min. provide spelling words</li> </ul>	<b>Whole Group Close Read (60 min)</b> <ul style="list-style-type: none"> <li>Read 1 Example: Getting the GIST</li> <li>Read 2 Example: Interactive read with partners on a particular skill such as reading for important details</li> <li>Read 3 Example: Independent read for main idea and author’s point of view paired with a response activity for feedback</li> </ul>	<b>Mini-Lesson (15-20min)</b> <ul style="list-style-type: none"> <li>Teacher modeling using text or skill specific materials</li> <li>Setting up new books</li> <li>Modeling Lit. Circle Roles</li> <li>10 Min. provide spelling words</li> </ul>	<b>Whole Group Close Read (60 min)</b> <ul style="list-style-type: none"> <li>Read 1 Example: Getting the GIST</li> <li>Read 2 Example: Focused on a particular skill such as reading to understand character traits</li> <li>Read 3 Example: reading for details to compare and contrast a character in the story to one from your literature circle book</li> <li>Interactive response activity should be integrated after or as part of the third read</li> </ul>	<b>Mini-Lesson (15-20min)</b> <ul style="list-style-type: none"> <li>Teacher modeling using text or skill specific materials</li> <li>Setting up new books</li> <li>Modeling Lit. Circle Roles</li> <li>10 Min. provide spelling words</li> </ul>
<b>Transition (5 Min)</b> <ul style="list-style-type: none"> <li>Start students reading to ensure each understands their “job”</li> </ul>		<b>Transition (5 Min)</b> <ul style="list-style-type: none"> <li>Start students reading to ensure each understands their “job”</li> </ul>	<b>Transition (5 Min)</b> <ul style="list-style-type: none"> <li>Start students reading to ensure each understands their “job”</li> </ul>	<b>Transition (5 Min)</b> <ul style="list-style-type: none"> <li>Start students reading to ensure each understands their “job”</li> </ul>
<b>Literature Circles (35 Min)</b> <ul style="list-style-type: none"> <li>Students read, complete skill-specific graphic organizers and literature circle roles</li> <li>Teacher meets with:               <ul style="list-style-type: none"> <li>Grp 1(15 min)-Word Work /Phonics</li> <li>Grp 2(15 min)-Skill Group</li> </ul> </li> </ul>		<b>Literature Circles (35 Min)</b> <ul style="list-style-type: none"> <li>Students read, complete skill-specific graphic organizers and literature circle roles</li> <li>Teacher meets with:               <ul style="list-style-type: none"> <li>Grp 1(15 min)-Word Work /Phonics</li> <li>Grp 2(15 min)-Skill Group</li> </ul> </li> </ul>	<b>Literature Circles (35 Min)</b> <ul style="list-style-type: none"> <li>Students read, complete skill-specific graphic organizers and literature circle roles</li> <li>Teacher meets with:               <ul style="list-style-type: none"> <li>Grp 1(15 min)-Word Work /Phonics</li> <li>Grp 2(15 min)-Skill Group</li> </ul> </li> </ul>	<b>Literature Circles (35 Min)</b> <ul style="list-style-type: none"> <li>Students read, complete skill-specific graphic organizers and literature circle roles</li> <li>Teacher meets with:               <ul style="list-style-type: none"> <li>Grp 1(15 min)-Word Work /Phonics</li> <li>Grp 2(15 min)-Skill Group</li> </ul> </li> </ul>
<b>Literature Circles Meet (15 Min)</b> and re-read and discuss each role. Teacher rotates around the room to listen and facilitate discussions		<b>Literature Circles Meet (15 Min)</b> and re-read and discuss each role. Teacher rotates around the room to listen and facilitate discussions		<b>Literature Circles Meet (15 Min)</b> and re-read and discuss each role. Teacher rotates around the room to listen and facilitate discussions
<b>Writer’s Workshop 45 Minutes</b>				
<b>Closing (5 Min)</b>				



## Activities & Games to Increase Retention of Basic Sight Words

The following activities will assist student in mastering the basic sight words that make up 50% - 70% of the word in most written material.

### Activities:

#### 1. Overlearning

- Hold up the word, say the word and use it in a sentence.
- Have students say the word once.
- Have the students say the word five times.
- Have the student say the word five times loudly.
- Have the student whisper the word five times.
- Have the students close their eyes and focus to see the word on their eyelids.
- Have the students spell the word
- Have the students describe how they are going to remember the word (mnemonic device).
- Have the students trace in the air, on their knees, or a partners back and repeat it each time it is written.

2. Create Study Buddies. Carve out some time in the day to have students use flash cards in partner of the basic sight words. Have each partner sign off on a sheet indicating when words are mastered and provide a reward to partnerships that master a certain number of words.

3. Create charts to display team and/or partner progress.

4. Pass out a few basic sight word cards to each student. Each student goes to the board and writes his/her word. All other students participate by saying the word out loud.

5. Allow students to create a notebook of mastered sight words.

6. Provide time for students to use the words from their notebooks to create sentences or stories. It is fine for these stories to be silly or nonsensical. Encourage students to use the names of classmates in these stories. They may illustrate these stories, too. Provide team or partner practice in reading these silly sentences or stories.

7. Have students identify troublesome words and write them on cards. Use these cards to form sentences.

8. Create sentences with sight words omitted and have students supply the missing word.

9. Use the troublesome words in sentences and underline them.

10. Create sentence using the sight words on a single list. An example of Basic Sight Word Sentences from List I might look like:

- She said that it was you.

- She said it was his.

11. Cut letters from sand paper and have students create the words and run their fingers over each letter as they say the word out loud.

12. Put some sand in a shoe box lid and have students practice writing words.

13. Place paper over a screen like material. Have student place a piece of paper over the screen and write the words using a crayon.

### Games

#### 1. Guess the Word

- Basic Sight Words are written on transparency, sentence strips, or large flash cards.

that			
what		that	

- Cover the word on the right.
- Have students pronounce each word on in the list on the left.
- Ask student to try and guess which one of the words will be the mystery word.
- Before moving on to the next card, have students pronounce all of the words again.

#### 2. Dominoes

- Divide flash cards in half.
- Write a different word on each side.

the	what	and	the
-----	------	-----	-----

a	and	go	a
---	-----	----	---

- Make sure the words are repeated several times on several cards.
- Students pronounce the words as it is matched up.

### 3. Word Order

- Create sheets as in the following examples:

A	B	C	D
why _____	c _____	sound _____	cat _____
what _____	d _____	frog _____	mule _____
when _____	g _____	wolf _____	cage _____
where _____	b _____	rabbit _____	pill _____
which _____	f _____	pass _____	duck _____

- Play a recording or read words or sounds to students with sheets.
- Each set of words or sounds provides practice in only one area.
- Directions for the sheets might look like:
  - Sheet A: Number the words in the order in which they are read.
  - Sheet B: Number the letters that match the beginning sounds as you them.
    - Cat
    - Duck
    - Food
    - Good
    - Can
  - Sheet C:
    - Put a 1 in front of the word with a long /a/ sound.
    - Put a 3 in front of the word with a short /a/ sound.
    - Etc.
  - Sheet D: Number the words in the order they are given that have the ending sound of /f/, /t/, /g/, /d/, /s/.
  - Create your own ideas.

### 4. Passport

- Students play this as a class or team.
- Create flash cards with sight words that may look like a passport.
- Choose one student to be the captain (one who knows the words fairly well).
- The captain calls the port (word or words on cards).
- Student(s) who have the card must say it and show it to the captain to board the boat.
- This same game can be played with consonants and vowels to practice phonics skills.

### 5. Word in a Box

- Students sit in a circle around a box.
- Each student is given several words on cards.
- Read a story aloud to the students.
- As the student(s) hear the word on his/her card, they say
  - \_\_\_\_\_ goes in the box.

## 6. Word Football

- Draw a football on a large poster board.
- Game begins at the 50-yard line where the football is placed.
- Cards are placed face up in the table.
- Two students or teams take turns reading the words.
- A correctly read word moves the football 10-yards towards the opponent's goal.
- An incorrectly read word is considered a fumble and moved 10-yards toward students goal.
- Each time the ball crosses the end zone, 6 points are earned.
- The scoring side gets a chance to read and one more word for an extra point.
- A variation of baseball can be used.

## 7. Word Checkers

- Create a checkerboard
- Cover the black squares with words.
- Play the same as checkers.
- Players must say the word before they place the checker on the square.
- Extra practice: say the word several times before placing the checker on the square.
- Phonics sounds may be used instead of sight words.

## 8. Gamble for Words

- Place the words in a pocket chart.
- Students roll a dice.
- He/she may take the number of cards indicated on the dice.
- She/he must pronounce the words as they are picked up.
- Pass to another student.
- Object of the game is to gather as many cards as possible.

## 9. Word Match

- Deal four cards each to students.
- Place them face up in front of each student.
- Place five cards face up in the center of the group.
- Remainder of the deck is placed face down in the middle of the group.
- Player one has a matching card with one in the middle of the table.
- Student must pick up the matching card, pronounce it, keep it, and place pair of cards face down next to him/her.
- Student continues playing until she/he no more pairs.
- Student draws four more cards and replaces the five cards in the middle of the table.
- Play passes to the left.

#### 10. Rolling for Words

- Cut up squares of different colored construction paper.
- Separate according to color.
- Write sight words on each square.
- Student rolls a die.
- Count out the number of squares as indicated on the die.
- Student must pronounce all of the words in order to keep all of them.
- The student with the most is the winner.

#### 11. Finding Rhyming Words

- Place sight words in a pocket chart.
- Ask students to find a word in the chart that rhymes with a teacher word.
- The student that finds it gets the word.
- The most words wins.

#### 12. Concentration

- Create two sets of cards with sight words.
- Spread out face down in rows.
- Students select a card and try to find its match.
- Students must say each word as it is turned over.
- They keep matching cards.

English Language Arts

2<sup>nd</sup> Grade Sight Word List

about	eye	left	second
above	face	let	seem
almost	family	life	side
along	far	light	something
always	father	list	sometimes
began	feet	might	song
begin	few	mile	soon
being	food	miss	start
below	four	mountain	state
between	girl	near	stop
book	got	never	story
both	group	next	talk
car	grow	night	those
carry	hard	often	thought
children	head	once	together
city	hear	open	took
close	high	own	tree
country	idea	paper	under
cut	imagine	plant	until
don't	important	really	walk
earth	it's	river	watch
eat	keep	run	while
enough	last	saw	white
every	later	school	without
example	leave	sea	young