

**Oakview Preparatory School**

**Grade 2 English Language Arts  
2023-2024**

**Long Range Lesson Plans**

Based On

**North American Division and New York State Standards**

**Teacher: Ms. Joan Leslie**

**2022-2023**

## **General Objectives:**

### **Phonics and Word Recognition:**

- Distinguish between long and short vowels when reading
- Know spelling-sound correspondences for common vowel teams
- Decode regularly spelled one syllable, two-syllable, long vowel, and short vowel words
- Decode words with affixes
- Identify words with inconsistent spelling-sound correspondences
- Recognize and read grade-appropriate irregularly spelled words
- Read grade-appropriate high-frequency sight words

### **Comprehension:**

- Read both narrative and informational text
- Understand and remember what is read
- Use comprehension strategies to improve comprehension
- Recognize story elements
- Read for comprehension and application
- Apply a Christ-centered perspective as the basis for literary studies

### **Fluency:**

- Read on-level text with purpose and understanding
- Read on-level text orally with accuracy, appropriate rate, and expression
- Recognize and read grade-appropriate irregularly spelled words
- Read grade-appropriate high-frequency sight words
- Use context to confirm or self-correct word recognition and understanding
- Reread when necessary
- Read silently for pleasure

### **Vocabulary:**

- Apply a variety of strategies to learn word meanings
- Know meanings for most of the words in a text to understand what is read
- Use words accurately in oral and written language
- Determine the meaning of unknown and multiple-meaning words and phrases
- Demonstrate understanding of word relationships and nuances in word meanings

### **Viewing:**

- Describe the main idea or message in visual media
- Ask and respond to questions to understanding content
- Analyze information learned from media
- Summarize and sequence events and ideas from visual media selections
- Recognize that biblical principles should guide one's decisions regarding visual media

### **Visually Representing:**

- Create visual media to show main idea and supporting details
- Create visual media to promote the spreading of the gospel
- Summarize and sequence events and ideas from visual media selections
- Recognize that biblical principles should guide one's decisions regarding visual media

**Listening:**

Listen without interrupting  
Listen for specific information in spoken text  
Respond to oral directions  
Contribute to group and class discussions  
Listen to God's Word and Bible stories with reverence

**Speaking**

Participate in collaborative conversations in diverse groups  
Tell a story with appropriate facts and relevant descriptive details  
Recount key ideas from a text read aloud or presented orally through other media  
Ask and answer questions about what a speaker says  
Speak audibly in coherent sentences  
Use appropriate voice level, phrasing, and intonation when speaking  
Make eye contact  
Apply a Christ-centered perspective in all forms of personal expression

**Handwriting:**

Leave appropriate spacing between edge of paper and writing  
Use appropriate paper heading consistently  
Write legibly in manuscript and cursive with proper form and size

**Spelling:**

Spell grade appropriate words  
Spell commonly misspelled words and high frequency words  
Proofread to correct spelling errors  
Use phonetic patterns and spelling rules

**Grammar/  
Punctuation:**

Capitalize titles, holidays, proper nouns, product names, and geographical names  
Use commas in greetings and closings of letters  
Use an apostrophe to form contractions and frequently occurring possessives  
Use commas in dates, locations, addresses, and items in a series  
Use colon between hour and minute and in Bible texts  
Use quotation marks in direct quotations and dialogue  
Indent the beginning of a paragraph  
Identify and use parts-of-speech  
Write concise and varied sentences

**Writing:**

Write from a Christ-centered perspective  
Write opinion pieces, informational texts, and narratives  
Revise and edit writing pieces

# READING

**Textbook:** Pathways Reading Series  
**Supplementary Material:** [www.readinga-z.com](http://www.readinga-z.com)  
[www.readwork.org](http://www.readwork.org)  
[www.ixl.com](http://www.ixl.com)  
International Children's Bible  
SRA Reading Laboratory

<b>September</b>	<u>Trade Book:</u>	<b>Charlie Horse</b>
	<u>Vocabulary:</u>	Define vocabulary Use vocabulary in sentences
	<u>Comprehension:</u>	Sequence events Write a story plan Analyze a character Explain idioms and details
	<u>Writing:</u>	Journal writing Personal narrative
	<u>Grammar:</u>	Nouns in the story Sentences
	<u>Speaking:</u>	Discussions
<b>October</b>	<u>Trade Book:</u>	<b>Cactus Hotel</b>
	<u>Vocabulary:</u>	Define vocabulary Use vocabulary in sentences
	<u>Comprehension:</u>	Analyze story characters Develop a concept map List new information learned
	<u>Writing:</u>	Find main idea and details Organize information into notes Write a cinquain Write a paragraph Journal writing
	<u>Grammar:</u>	Categorize vocabulary as nouns, verbs, and adjectives Verbs in the story

	<u>Speaking:</u>	Discussions
<b>November</b>	<u>Trade Book:</u>	<b>The Salamander Room</b>
	<u>Vocabulary:</u>	Define vocabulary Use vocabulary in sentences
	<u>Comprehension:</u>	Organize and record information Compare and contrast Complete a story plan
	<u>Writing:</u>	Journal writing Write a story about a pet
	<u>Grammar:</u>	Nouns and verbs in the story
	<u>Speaking:</u>	Reader's theater
<b>December</b>	<u>Trade Book:</u>	<b>Twice Yours: A Parable of God's Gift</b>
	<u>Vocabulary:</u>	Define vocabulary Using  Vocabulary in sentences Label a diagram
	<u>Comprehension:</u>	Write a story plan Read and analyze a parable
	<u>Writing:</u>	Journal writing Sentence structure
	<u>Grammar:</u>	Writing a conversation
	<u>Speaking:</u>	Reader's theater
<b>January</b>	<u>Trade Book:</u>	<b>Galimoto</b>
	<u>Vocabulary:</u>	Define vocabulary Use vocabulary in sentences
	<u>Comprehension:</u>	Create a story plan

Identify story parts  
Listen to problems and find solutions  
Write a summary  
Research an inventor  
Write a cinquain  
Journal writing

Writing:

Grammar:

Write the plot of the story  
Find verbs and compound words in the story

Speaking:

Oral presentation of cinquains

**February**

Trade Book:

**Will We Miss Them?**

Vocabulary:

Define words  
Use vocabulary in sentences  
Divide words into syllables

Comprehension:

Main idea and supporting details  
Organize concept maps  
Develop question answer relationships

Writing:

Expository writing about endangered animals  
Journal writing

Grammar:

Nouns and adjectives  
Synonyms  
Use commas in a series  
Similies

Speaking:

Oral presentation of journal writing

**March**

Trade Book:

**The Gardener**

Vocabulary:

Define words  
Use vocabulary in sentences  
Alphabetizing

Comprehension:

Compare other books to *The Gardener*  
Write questions  
Compare “Sky House” to *The Gardener*  
Make inferences  
Write the story plot

Writing:

Write a paragraph  
Number notes  
Journal writing

Grammar: Adjectives  
Use commas in a series  
Types of sentences  
Use quotation marks

Speaking: Respond to questions

**April**

Trade Book: **First Flight: The Story of Tom Tate and the Wright Brothers**

Vocabulary: Define words  
Use vocabulary in sentences

Comprehension: Main idea and details  
Create a timeline  
Make predictions  
Book report  
Describe characters, setting, and plot

Writing: Compare current clothing with clothing from early 1900  
Write predictions  
Compare time periods  
Write a friendly letter

Grammar: Proper nouns

Speaking: Choral reading

**May/June**

Trade Book: **I Miss Grandpa**

Vocabulary: Define words  
Use vocabulary in sentences  
Sort vocabulary

Comprehension: Compare and contrast  
Retell main events  
Main idea and details

Writing: Journal writing  
Write questions  
Defend opinion with facts

Grammar: Possessive nouns

Speaking: Oral presentation of journal writing

**Textbook:** **Pearson Phonics C**  
**Supplementary Material:** [www.spellingcity.com](http://www.spellingcity.com)

<b>September</b>	Initial consonants Medial consonants Final consonants Hard and soft c and g	Textbook Alignment: Unit 1
<b>October</b>	Short vowels Long vowels	Textbook Alignment: Unit 2
<b>November</b>	Compound words Syllables R blends L blends S blends Final consonant blends	Textbook Alignment: Unit 3
<b>December</b>	Y as a vowel Y as a consonant and a vowel Consonant digraphs Syllables Consonant blends and digraphs R-controlled vowels	Textbook Alignment: Unit 3
<b>January</b>	Contractions Plurals Plurals of words ending in y Plurals of words ending in <i>f</i> and <i>fe</i> Endings and suffixes Doubling final consonants Suffixes and endings for words ending in <i>e</i>	Textbook Alignment: Unit 4
<b>February</b>	Vowel pairs Vowel digraphs Diphthongs Syllables	Textbook Alignment: Unit 5
<b>March</b>	Prefixes Prefixes, base words, suffixes, and endings Syllables Compound words Syllables: base words with suffixes Syllables: base words with prefixes	Textbook Alignment: Unit 6



**April**                      Syllables    Textbook Alignment: Unit 6  
Prefixes, base words, suffixes, endings, and syllables  
Synonyms    Textbook Alignment: Unit 7  
Antonyms  
Homonyms

**May/June**                      Alphabetical order  
Guide words  
Dictionary Skills  
Homographs  
Synonyms, antonyms, homonyms, and homographs  
Dictionary skills

## Language Arts

**Textbooks:**                      New York Progress English Language Arts  
**Supplementary Material:**      Macmillan/McGraw-Hill Language Arts  
[www.study.com](http://www.study.com)

**September**                      **Reading Literature: Key Ideas and Details**    Textbook Alignment: Unit 1  
Daily Oral Language  
Understanding Main Ideas and Details  
Types of Sentences  
Compare and Contrast Texts  
Writing Sentences  
Writing a Paragraph

**October**                      **Text Types and Purposes: Write Fictional Narrative**    Textbook Alignment: Unit 2  
Daily Oral Language  
Singular and Plural Nouns  
Irregular Plural Nouns  
Proper Nouns  
Commas in a series  
Using Quotation Marks  
Writing a Fictional Narrative

<b>November</b>	<p><b><u>Reading Informational Text</u></b>  Daily Oral Language  Describing Connections Between Ideas  Identifying main topics  Finding Evidence  Finding Context Clues</p>	<a href="#">Textbook Alignment: Unit 3</a>
<b>December</b>	<p><b><u>Text Types and Purposes</u></b>  Daily Oral Language  Note-taking and summarizing  Writing Informative Explanatory Texts  Identifying Action Verbs  Identifying Irregular Past-Tense Verbs  Subject-verb Agreement  Identifying Apostrophes</p>	<a href="#">Textbook Alignment: Unit 4</a>
<b>January</b>	<p><b><u>Reading Literature: Craft and Structure</u></b>  Daily Oral Language  Understanding Rhythm and Meaning in Poetry  Describing Story Structure  Understanding Character Point of View  Identifying Prefixes</p> <p><b><u>Text Type and Purposes: Write Nonfictional Narratives</u></b>  Writing Non-Fictional Events in the Order They Happen  Using Time-Order Words  Identifying Adjectives  Identifying Adverbs</p>	<a href="#">Textbook Alignment: Unit 5</a>  <a href="#">Textbook Alignment: Unit 6</a>
<b>February</b>	<p><b><u>Reading Informational Text: Craft and Structure</u></b>  Daily Oral Language  Understanding Text Features  Determining an Author's Purpose  Identifying Compound Words  Writing Abbreviations Correctly</p>	<a href="#">Textbook Alignment: Unit 7</a>
<b>March</b>	<p><b><u>Text Types and Purposes: Write Opinion Pieces</u></b>  Daily Oral Language  Identifying Fact and Opinion  Writing Opinion Pieces  Identifying Pronouns  Formatting a Letter</p>	<a href="#">Textbook Alignment: Unit 8</a>

April

**Reading Literature: Integration of Knowledge and Ideas** [Textbook Alignment: Unit 9](#)

Daily Oral Language

Comparing and contrasting Stories

Identifying Shades of Meaning

Identifying Contractions

May/June

**Research to Build and Present Knowledge: Write Research Reports**

Oral Daily Language

[Textbook Alignment: Unit 10](#)

Writing Research Reports

Identifying Simple sentences

Identifying Compound Sentences

**Reading Informational Text: Integration of Knowledge and Ideas**

Using Images to Understand a Text

[Textbook Alignment: Unit 11](#)

Finding Supporting Evidence

Comparing and Contrasting Texts

Enrichment:

Oral Presentations