

## Grade 2 Literacy Blueprint

	<b>Comprehension Beginning Reading and Strategies</b>	<b>Reading/Beginning Reading Skills/Print Awareness</b>	<b>Reading/Beginning Reading Skills/Phonics</b>	<b>Reading / Fluency</b>
<b>By the end of the year, the student will be able to:</b>	<ul style="list-style-type: none"> <li>• Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).</li> <li>• Use ideas and text features to make predictions</li> <li>• Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from the text</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks)</li> </ul>	<ul style="list-style-type: none"> <li>• Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including: Single letters (consonants and vowels), consonant blends (e.g., thr, spl), consonant digraphs (e.g., ng, ck, ph), vowel digraphs (e.g., ie, ue, ew) and diphthongs (oi, ou)</li> <li>• Use common syllabication patterns to decode words including: closed syllable (CVC) (e.g., pic-nic, mon-ster), open syllable (CV) (e.g., ti-ger), final stable syllable (e.g., sta-tion, tum-ble), vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape), r-controlled vowels (e.g., per-fect, cor-ner), vowel digraphs and diphthongs (e.g., boy-hood, oat-meal)</li> <li>• Decode words by applying knowledge of common spelling patterns</li> <li>• Read words with common prefixes and suffixes</li> <li>• Identify and read abbreviations (e.g., Mr., Ave.)</li> <li>• Identify and read contractions (e.g., haven't, it's)</li> <li>• Identify and read at least 300 high-frequency words</li> <li>• Monitor accuracy of decoding</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension</li> </ul>
<b>The teacher will:</b>	<ul style="list-style-type: none"> <li>• Use think-alouds to model effective reading skills and model comprehension strategies (i.e. questioning, visualizing, inferring, connecting, etc.)</li> <li>• Provide a purpose for reading for students and aid students in establishing their own purpose for reading</li> <li>• Provide explicit instruction in reading comprehension</li> <li>• Provide daily opportunities for students to read widely</li> </ul>	<ul style="list-style-type: none"> <li>• Provide explicit instruction, modeling, and practice in punctuation as it clarifies meaning</li> <li>• Provide explicit instruction, modeling, and practice in capitalization as it clarifies meaning</li> <li>• Provide meaningful writing activities where children can learn punctuation and capitalization in conjunction with the writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Provide explicit instruction in word analysis skills and decoding</li> <li>• Model how to notice and use patterns in words (how words sound, look, and mean)</li> <li>• Teach a repertoire of word-solving strategies</li> <li>• Provide instruction and modeling in order for students to gain an understanding of simple and complex letter-sound relationships</li> <li>• Provide systematic instruction to help students learn a core of high frequency, high utility words through reading, writing, and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud to student to model fluent reading</li> <li>• Monitor fluency by taking running records – a reliable record of text reading.</li> <li>• Teach fluency strategies</li> </ul>
<b>Parents can:</b>	<ul style="list-style-type: none"> <li>• Read aloud to your child and listening to your child read to you from a variety of text and periodically stop and ask questions (who, what, when, where, why, how)</li> <li>• Encourage your child to read to others</li> <li>• Read at home daily and assist your child by helping them to read every other paragraph</li> <li>• Read aloud to your child or have your child read to you, then have your child retell the story to you in their own words</li> </ul>	<ul style="list-style-type: none"> <li>• When reading with your child, point out capital letters, commas, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Practice word families with your child</li> <li>• Practice letter relationships with your child such as putting words together to support what they have learned in school</li> <li>• Practice high frequency word list provided by your teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Read to your child</li> <li>• Provide a special place for your child's books at home</li> <li>• Provide a routine place to read (pillows, rocking chair)</li> <li>• Have your child read aloud to you and help them with phrasing and noticing punctuation marks</li> </ul>

	Vocabulary Development	Writing and Oral/Written Conventions	Research	Listening & Speaking
By the end of the year, the student will be able to:	<ul style="list-style-type: none"> <li>•Use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow)</li> <li>•Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words</li> <li>• Use reference materials (dictionary, thesaurus, etc.) effectively</li> <li>•Increase vocabulary knowledge through wide reading</li> <li>•Demonstrate understanding of word relationships and shades in meaning</li> <li>•Become word-conscious (how words work and ways they can be used in and away from school)</li> </ul>	<ul style="list-style-type: none"> <li>•Use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text</li> <li>•Write literary text to express their ideas and feelings about real or imagined people, events, and ideas.</li> <li>•Write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</li> <li>•Write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</li> <li>•Write poems, letters, brief compositions, and literary responses</li> <li>•Understand the function of and use the conventions academic language when speaking and writing.</li> <li>•Use appropriate capitalization and punctuation conventions in written compositions</li> <li>• Spell correctly and write legibly</li> </ul>	<ul style="list-style-type: none"> <li>•Generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics</li> <li>•Decide what valid and reliable sources of information might be relevant to answer these questions</li> <li>•Gather evidence from available sources (natural and personal) as well as from interviews with local experts</li> <li>•Use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information</li> <li>•Record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)</li> <li>•Revise the topic as a result of answers to initial research questions</li> <li>•Create a visual display or dramatization to convey the results of the research</li> </ul>	<ul style="list-style-type: none"> <li>•Listen attentively to speakers and ask relevant questions to clarify information</li> <li>• Follow, restate, and give oral instructions that involve a short related sequence of actions</li> <li>•Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language</li> <li>•Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions</li> </ul>
The teacher will:	<ul style="list-style-type: none"> <li>•Teach a repertoire of word-solving strategies by providing explicit instruction regarding the structural analysis of words (root words, affixes)</li> <li>•Build a classroom that is rich with words, utilizing interactive word walls, appropriate graphic organizers, and promoting vocabulary acquisition and retention</li> <li>•Provide instruction that supports word ownership (word-consciousness) by students</li> <li>•Provide explicit instruction regarding contextual analysis (context clues)</li> </ul>	<ul style="list-style-type: none"> <li>•Instruct students in the function and use of conventions when speaking and writing</li> <li>•Utilize rubrics and teacher feedback to assess student writing.</li> <li>•Integrate writing and grammar</li> <li>•Integrate writing across content areas</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate effective note taking strategies</li> <li>•Provide instruction in locating information from reliable resources</li> <li>•Provide instruction regarding use of valid and reliable sources</li> <li>•Provide instruction on strategies to summarize and record information</li> </ul>	<ul style="list-style-type: none"> <li>• Model the use of good listening skills during both class discussions and student-teacher conferences</li> <li>• Provide numerous opportunities for students to practice effective listening.</li> <li>•Establish classroom norms and procedures</li> <li>•Provide opportunities for collaborative structures where students can communicate their intent</li> </ul>
Parents can:	<ul style="list-style-type: none"> <li>•Assist in building vocabulary by providing access to texts and online reference sources (dictionary, thesaurus, etc.)</li> <li>•Encourage discussion of new and unfamiliar words</li> <li>•Routinely review and reinforce vocabulary skills learned at school</li> <li>•Play word games with your child (Scrabble, Boggle, crossword puzzles, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage your child to speak clearly and correctly</li> <li>•Encourage your child to write in a variety of formats</li> <li>•Provide real-world opportunities for your child to write</li> <li>•Expose your child to professional language usage</li> </ul>	<ul style="list-style-type: none"> <li>•Provide opportunities to visit museums and cultural events</li> <li>•Encourage your child to explore new ideas</li> <li>•View and discuss educational programs with your child</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage your child to follow directions</li> <li>•Encourage your child to speak clearly to communicate their wants and needs</li> </ul>