

Teacher: Core Reading Working with WordsGrade2

Year: 2011-12

Course: Working with Words Grade 2

Month: All Months

September	Phonemic Awareness -Auditory/Oral Skill-September ~ <b>Four Blocks as Model of Instructional Delivery</b>					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
	R.2.9.1- Blending and segmenting phonemes in more complex one-syllable words (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh) (Local)		<b>*NEW: Phonemic awareness</b> <b>NEW: in more complex one syllable words</b> (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh)			Mercer, Cecil D.,Campbell, Kenneth <i>Program</i> . Diarmuid, Inc. 1997. Print Cunningham, Patricia M., Hall, Doro <i>Phonics Grade 2</i> . Greensboro:Carson Company, 1998. Print. Fry, Ph.D., Edward Bernard., Kress, J. Fountoukidis, Ed.D. Dona Lee <i>The Reading Lists</i> . 4th. San Francisco: Jossey-Bass Reading GLEs Derry Cooperative School District. 6 < <a href="http://www.derry.k12.nh.us/teachers">http://www.derry.k12.nh.us/teachers</a> > Cunningham, Patricia M.. <i>Systematic Use</i> . For Beginning Readers of All Ages. Delloso Publishing Company, 2000. 1 Hall , Dorothy P., Cunningham, Patricia <i>Month PHONICS</i> . 2nd Grade, Systematic Instruction. Greensboro: Carson-Dellosa 2003, 1998. Print.
Word Wall Words September						
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	
R.2.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local) R.2.1.4-Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)		<b>NEW: Grade level appropriate words</b>	<b>*Reading grade level appropriate words (in connected text)</b> <b>NEW: with automaticity</b>			

Decoding - September

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.2.1.0-Applies word identification and decoding strategies by</p> <p>R.2.1.1- Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes) (State)</p> <p>R.2.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)</p> <p>R.2.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.2.1.4-Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)</p>		<p><i>*NEW: Word patterns <u>knot</u>, <u>catch</u>, <u>float</u>, <u>fight</u></i></p> <p><b>NEW: Grade level appropriate words</b></p>	<p><i>*NEW: Applies word identification and decoding strategies for <u>knot</u>, <u>catch</u>, <u>float</u>, <u>fight</u></i></p> <p><i>*Reading grade level appropriate words (in connected text)</i></p> <p><b>NEW: with automaticity</b></p>		

<p>R.2.1.1- Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes) (State)</p> <p>R.2.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)</p>					
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October

Phonemic Awareness- Auditory/Oral Skill - October

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.2.9.1- Blending and segmenting phonemes in more complex one-syllable words (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh) (Local)</p>		<p><b>*NEW: Phonemic awareness</b>  <b>NEW: in more complex one syllable words</b>            (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh)</p>			<p>"Reading GLEs." <i>Derry Cooperative Cooperative School District</i>. 6 May 2012. &lt;<a href="http://www.derry.k12.nh.us/teachers/">http://www.derry.k12.nh.us/teachers/</a>&gt;</p> <p>Fry, Ph.D., Edward Bernard., Kress, J. &amp; Fountoukidis, Ed.D. Dona Lee <i>The Reading Lists</i>. 4th. San Francisco: Jossey-Bass.</p> <p>Cunningham, Patricia M.. <i>Systematic Use. For Beginning Readers of All Ages</i>. Dellosa Publishing Company, 2000. 100 pp.</p> <p>Hall , Dorothy P., Cunningham, Patricia M. <i>Month PHONICS . 2nd Grade, Systematic Instruction</i>. Greensboro: Carson-Dellosa Publishing, 2003, 1998. Print.</p> <p>Mercer, Cecil D., Campbell, Kenneth. <i>Phonics Program</i>. Diarmuid, Inc. 1997. Print.</p> <p>Teacher Note: Grade 2 Word Wall Worksheet</p>

					posted under Assessments in the monitoring map.
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Word Wall Words - October

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local) R.2.1.4-Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)		<b>NEW: Grade level appropriate words</b>	<i>*Reading grade level appropriate words (in connected text)</i> <b>NEW: with automaticity</b>		

Decoding - October

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.1.0-Applies word identification and decoding strategies by using R.2.1.1- Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes) (State) R.2.1.2-Reading		<b>NEW: Grade level appropriate words</b>	<i>*Reading grade level appropriate words (in connected text)</i> <b>NEW: with automaticity</b>		

<p>regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)</p> <p>R.2.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.2.1.4-Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)</p>					
<p>R.2.1.1- Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes) (State)</p> <p>R.2.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)</p>					

Word Meaning - October						
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
	R.2.3.1- Identifying synonyms or antonyms; or categorizing words (State)					
N o v e m b e r	Phonemic Awareness - Auditory/Oral Skill November					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
	R.2.9.1- Blending and segmenting phonemes in more complex one-syllable words (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh) (Local)		<b>*NEW: Phonemic awareness</b> <b>NEW: in more complex one syllable words</b> (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh)			"Reading GLEs." <i>Derry Cooperative School District</i> . 6 May 2009 < <a href="http://www.derry.k12.nh.us/teachers/rea">http://www.derry.k12.nh.us/teachers/rea</a>  Fry, Ph.D., Edward Bernard., Kress, Ed.D. Fountoukidis, Ed.D. Dona Lee <i>The Reading</i> 4th. San Francisco: Jossey-Bass, 2000. Print.  Cunningham, Patricia M.. <i>Systematic Sequencing For Beginning Readers of All Ages</i> . Greenleaf Publishing Company, 2000. Print. Hall , Dorothy P., Cunningham, Patricia <i>PHONICS . 2nd Grade, Systematic, Multi</i> Greensboro: Carson-Dellosa Publishing Company, 2000. Print. Mercer, Cecil D., Campbell, Kenneth U. <i>Oral Language Program</i> . Diarmuid, Inc. 1997. Print
Word Wall Words - November						
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
	R.2.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local) R.2.1.4-Reading grade-appropriate, high-frequency		<b>NEW: Grade level appropriate words</b>	<i>*Reading grade level appropriate words (in connected text)</i> <b>NEW: with automaticity</b>		

words (including irregularly spelled words) (Local)

Decoding - November

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.2.1.0- Applies word identification and decoding strategies by</p> <p>R.2.1.1- Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes) (State)</p> <p>R.2.1.2- Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)</p> <p>R.2.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.2.1.4- Reading grade-appropriate,</p>		<p><b>NEW: Grade level appropriate words</b></p>	<p><i>*Reading grade level appropriate words (in connected text)</i></p> <p><b>NEW: with automaticity</b></p>		

high-frequency words (including irregularly spelled words) (Local)					
R.2.1.1- Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes) (State) R.2.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)					

Word Meaning- November

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.3.1- Identifying synonyms or antonyms; or categorizing words (State) R.2.3.2-Selecting appropriate words to use in context, including words specific to the content of the text		Synonyms, antonyms, <b>*NEW categorizing words</b> (ex: in a multiple choice item select the best category title for the words listed) <b>*NEW: Appropriate words to use in</b>	<b>*NEW Identify synonyms, antonyms or categorizing words</b>		

(State)		<p><b>context,</b>  <b>NEW:including</b>  <b>words specific to</b>  <b>the content of the</b>  <b>text</b>  <b>(Example: in a</b>  <b>short passage</b>  <b>about Native</b>  <b>American homes,</b>  <b>students might</b>  <b>encounter the</b>  <b>words longhouse</b>  <b>and igloo, and</b>  <b>then be asked to</b>  <b>show that they</b>  <b>know the</b>  <b>difference</b>  <b>between them).</b></p>			
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December

Phonemic Awareness -Auditory/Oral Skill - December

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.9.1- Blending and segmenting phonemes in more complex one-syllable words (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh) (Local)		<p><b>*NEW:</b>  <b>Phonemic awareness</b>  <b>NEW: in more complex one syllable words</b>            (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh)</p>			<p>"Reading GLEs." <i>Derry Cooperative Cooperative School District.</i> 6 May 2012. &lt;<a href="http://www.derry.k12.nh.us/teachers">http://www.derry.k12.nh.us/teachers</a>&gt;            Fry, Ph.D., Edward Bernard., Kress, I. Fountoukidis, Ed.D. Dona Lee <i>The Reading Lists.</i> 4th. San Francisco: Jossey-Bass            Cunningham, Patricia M.. <i>Systematic Use.</i> For Beginning Readers of All Ages. Carson-Dellosa Publishing Company, 2000. Print.            Hall , Dorothy P., Cunningham, Patricia M. <i>PHONICS . 2nd Grade, Systematic, Method.</i> Greensboro: Carson-Dellosa Publishing Company, 2000. Print.            Mercer, Cecil D.,Campbell, Kenneth. <i>Phonics Program.</i> Diarmuid, Inc. 1997. Print.</p>

Word Wall Words - December

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.1.3-Reading grade-level		<b>NEW: Grade level appropriate</b>	<i>*Reading grade level appropriate</i>		

appropriate words (in connected text) with automaticity (Local) R.2.1.4-Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)		<b>words</b>	<i>words (in connected text)</i> <b>NEW: with automaticity</b>		
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Decoding - December

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.1.0-Applies word identification and decoding strategies by R.2.1.1- Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes) (State) R.2.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)					

<p>R.2.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.2.1.4-Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)</p>					
<p>R.2.9.1-Blending and segmenting phonemes in more complex one-syllable words (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh) (Local)</p>					

Word Meaning - December

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.2.3.1-Identifying synonyms or antonyms; or categorizing words (State)</p>		<p>Synonyms, antonyms, <i>*NEW categorizing words</i> (ex: in a multiple choice item select the best category title for the words listed)  <i>*NEW: Appropriate words to use in context, NEW:including</i></p>	<p><i>*NEW Identify synonyms, antonyms or categorizing words</i></p>		

			<p><i>words specific to the content of the text</i></p> <p><i>(Example: in a short passage about Native American homes, students might encounter the words longhouse and igloo, and then be asked to show that they know the difference between them).</i></p>		
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Word Wall Words - January

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.2.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.2.1.4- Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)</p>		<p><b>NEW:</b> <b>Grade level appropriate words</b></p>	<p><i>*Reading grade level appropriate words (in connected text) NEW: with automaticity</i></p>		<p>"Reading GLEs." <i>Derry Cooperative Cooperative School District</i>. 6 May 2012. &lt;<a href="http://www.derry.k12.nh.us/teacher">http://www.derry.k12.nh.us/teacher</a>&gt;</p> <p>Fry, Ph.D., Edward Bernard., Kress, Fountoukidis, Ed.D. Dona Lee <i>The Reading Lists</i>. 4th. San Francisco: Jossey-Bass, 2000.</p> <p>Hall , Dorothy P., Cunningham, Patricia M. <i>PHONICS</i> . 2nd Grade, Systematic, 1997. Greensboro: Carson-Dellosa Publishing Company, 2000. Print.</p> <p>Teacher Note: Grade 2 Word Wall Words posted under Assessments in the monthly map.</p> <p>Mercer, Cecil D., Campbell, Kenneth. <i>Phonics Program</i>. Diarmuid, Inc. 1997. Print.</p> <p>Cunningham, Patricia M.. <i>Systematic Phonics Use</i>. For Beginning Readers of All Ages. Carson-Dellosa Publishing Company, 2000.</p>

Decoding - January

Standards	Enduring	Content	Skills	Lessons	Resources
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		Understandings			
<p>R.2.1.0-Applies word identification and decoding strategies by</p> <p>R.2.1.1- Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes) (State)</p> <p>R.2.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)</p> <p>R.2.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.2.1.4-Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)</p>		<p><b>NEW: Grade level appropriate words</b></p>	<p><i>*Reading grade level appropriate words (in connected text)</i></p> <p><b>NEW: with automaticity</b></p>		
<p>R.2.1.1- Identifying</p>					

<p>regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes) (State)  R.2.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)</p>					
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Word Meaning - January

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.2.3.1- Identifying synonyms or antonyms; or categorizing words (State)</p>		<p>Synonyms, antonyms, <i>*NEW categorizing words</i> (ex: in a multiple choice item select the best category title for the words listed)  <b>*NEW:</b>  <b>Appropriate words to use in context,</b>  <i>NEW:including words specific to the content of the text</i>  <i>(Example: in a</i></p>	<p><i>*NEW Identify synonyms, antonyms or categorizing words</i></p>		

			<i>short passage about Native American homes, students might encounter the words longhouse and igloo, and then be asked to show that they know the difference between them).</i>		
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Word Wall Words - February

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local) R.2.1.4- Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)		<b>NEW: Grade level appropriate words</b>	<i>*Reading grade level appropriate words (in connected text) NEW: with automaticity</i>		"Reading GLEs." <i>Derry Cooperative School District</i> . 6 May 2009. < <a href="http://www.derry.k12.nh.us/teachers/reading">http://www.derry.k12.nh.us/teachers/reading</a> >  Fry, Ph.D., Edward Bernard., Kress, Ed.D., Fountoukidis, Ed.D. Dona Lee <i>The Reading Program</i> . 4th. San Francisco: Jossey-Bass, 2000. Print.  Cunningham, Patricia M.. <i>Systematic Sequencing For Beginning Readers of All Ages</i> . Greenwood Publishing Company, 2000. Print. Hall , Dorothy P., Cunningham, Patricia M. <i>PHONICS . 2nd Grade, Systematic, Multi-Sensory</i> . Greensboro: Carson-Dellosa Publishing Company, 2000. Print. Mercer, Cecil D., Campbell, Kenneth U. <i>Phonics Program</i> . Diarmuid, Inc. 1997. Print

Decoding - February

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.1.0- Applies word identification and		<b>NEW: Grade level appropriate words</b>	<i>*Reading grade level appropriate words (in</i>		

<p>decoding strategies by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes) (State)</p> <p>R.2.1.1- Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes) (State)</p> <p>R.2.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)</p> <p>R.2.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.2.1.4-Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)</p>			<p><i>connected text)</i>  <b>NEW: with automaticity</b></p>		
<p>R.2.1.1- Identifying regularly spelled multi-syllabic words, by using knowledge of</p>					

<p>sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes) (State) R.2.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)</p>					
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Word Meaning - February

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.2.3.1- Identifying synonyms or antonyms; or categorizing words (State)</p>		<p>Synonyms, antonyms, <i>*NEW categorizing words</i> (ex: in a multiple choice item select the best category title for the words listed) <b>*NEW:</b> <b>Appropriate words to use in context,</b> <i>NEW:including words specific to the content of the text</i> <i>(Example: in a short passage about Native American homes, students might</i></p>	<p><i>*NEW Identify synonyms, antonyms or categorizing words</i></p>		

		<i>encounter the words longhouse and igloo, and then be asked to show that they know the difference between them).</i>			
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March  
Word Wall Words - March

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local) R.2.1.4- Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)		<b>NEW: appropriate grade level words</b>	<i>*Reading grade level appropriate words (in connected text) NEW: with automaticity</i>		"Reading GLEs." <i>Derry Cooperative School District</i> . 6 May 2009. < <a href="http://www.derry.k12.nh.us/teachers/reading/">http://www.derry.k12.nh.us/teachers/reading/</a> >  Fry, Ph.D., Edward Bernard., Kress, Ed.D., Fountoukidis, Ed.D. Dona Lee <i>The Reading Wonders</i> . 4th. San Francisco: Jossey-Bass, 2000. Print.  Cunningham, Patricia M.. <i>Systematic Sequencing For Beginning Readers of All Ages</i> . Greenwood Publishing Company, 2000. Print. Hall , Dorothy P., Cunningham, Patricia <i>PHONICS</i> . 2nd Grade, Systematic, Multi-Genre. Greensboro: Carson-Dellosa Publishing Company, 2000. Print. Mercer, Cecil D.,Campbell, Kenneth U. <i>Word Recognition Program</i> . Diarmuid, Inc. 1997. Print Teacher Note: Grade 2 Word Wall Words under Assessments in the month of September

Decoding - March

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.1.0- Applies word identification and decoding strategies by using phonics R.2.1.1- Identifying		<b>NEW: Grade level appropriate words</b>	<i>*Reading grade level appropriate words (in connected text) NEW: with automaticity</i>		

<p>regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes) (State)</p> <p>R.2.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)</p> <p>R.2.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.2.1.4-Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)</p>					
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Word Meaning - March

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.3.1- Identifying synonyms or antonyms; or categorizing words (State)		Synonyms, antonyms, <i>*NEW categorizing words</i> (ex: in a multiple choice item select the	<i>*NEW Identify synonyms, antonyms or categorizing words</i>		

			<p>best category title for the words listed)</p> <p><b>*NEW:</b></p> <p><b>Appropriate words to use in context,</b></p> <p><i>NEW:including words specific to the content of the text</i></p> <p><i>(Example: in a short passage about Native American homes, students might encounter the words longhouse and igloo, and then be asked to show that they know the difference between them).</i></p>		
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Word Wall Words - April

A p r i l	Word Wall Words - April				
	Standards	Enduring Understandings	Content	Skills	Lessons Resources
	<p>R.2.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.2.1.4- Reading grade-appropriate, high-frequency words</p>		<p><b>NEW:</b></p> <p><b>Grade level appropriate words</b></p>	<p><i>*Reading grade level appropriate words (in connected text)</i></p> <p><b>NEW:</b></p> <p><b><i>with automaticity</i></b></p>	<p>"Reading GLEs." <i>Derry Cooperative School District</i>. 6 May 2009. &lt;<a href="http://www.derry.k12.nh.us/teachers/read">http://www.derry.k12.nh.us/teachers/read</a>&gt;</p> <p>Fry, Ph.D., Edward Bernard., Kress, Ed.I Fountoukidis, Ed.D. Dona Lee <i>The Reading</i> 4th. San Francisco: Jossey-Bass, 2000. P.</p> <p>Cunningham, Patricia M.. <i>Systematic Sequencing</i> For Beginning Readers of All Ages. Greenleaf Publishing Company, 2000. Print.</p> <p>Hall , Dorothy P., Cunningham, Patricia <i>PHONICS</i> . 2nd Grade, Systematic, Multi-Genre. Greensboro: Carson-Dellosa Publishing Company, 2000. Print.</p> <p>Mercer, Cecil D.,Campbell, Kenneth U. C</p>

(including irregularly spelled words) (Local)					<i>Program.</i> Diarmuid, Inc. 1997. Print
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Decoding - April

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.1.0- Applies word identification and decoding strategies by R.2.1.1- Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes) (State) R.2.1.2- Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local) R.2.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local)		<b>NEW: Grade level appropriate words</b>	<i>*Reading grade level appropriate words (in connected text)</i> <b>NEW: with automaticity</b>		

R.2.1.4-Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)					
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Word Meaning - April

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.3.1- Identifying synonyms or antonyms; or categorizing words (State)		<p>Synonyms, antonyms, <i>*NEW categorizing words</i> (ex: in a multiple choice item select the best category title for the words listed)</p> <p><i>*NEW: Appropriate words to use in context, NEW:including words specific to the content of the text (Example: in a short passage about Native American homes, students might encounter the words longhouse and igloo, and then be asked to show that they know the difference between them).</i></p>	<i>*NEW Identify synonyms, antonyms or categorizing words</i>		

May Word Wall Words - May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
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<p>R.2.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.2.1.4- Reading grade- appropriate, high- frequency words (including irregularly spelled words) (Local)</p>		<p><b>NEW: Grade level appropriate words</b></p>	<p><i>*Reading grade level appropriate words (in connected text) NEW: with automaticity</i></p>	<p>"Reading GLEs." <i>Derry Cooperative School District</i>. 6 May 2009. &lt;<a href="http://www.derry.k12.nh.us/teachers/read">http://www.derry.k12.nh.us/teachers/read</a>&gt;</p> <p>Fry, Ph.D., Edward Bernard., Kress, Ed.I Fountoukidis, Ed.D. Dona Lee <i>The Reading</i> 4th. San Francisco: Jossey-Bass, 2000. Print.</p> <p>Cunningham, Patricia M.. <i>Systematic Sequencing</i> For Beginning Readers of All Ages. Greenleaf Publishing Company, 2000. Print.</p> <p>Hall , Dorothy P., Cunningham, Patricia <i>PHONICS</i> . 2nd Grade, Systematic, Multi Greensboro: Carson-Dellosa Publishing Co. Print.</p> <p>Mercer, Cecil D.,Campbell, Kenneth U. <i>Phonics</i> <i>Program</i>. Diarmuid, Inc. 1997. Print</p>
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Decoding - May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.2.1.0- Applies word identification and decoding strategies by using R.2.1.1- Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common</p>		<p><b>NEW: Grade level appropriate words</b></p>	<p><i>*Reading grade level appropriate words (in connected text) NEW: with automaticity</i></p>		

<p>suffixes) (State)</p> <p>R.2.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)</p> <p>R.2.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.2.1.4-Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)</p>					
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Word Meaning - May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.3.1- Identifying synonyms or antonyms; or categorizing words (State)		<p>Synonyms, antonyms, <i>*NEW categorizing words</i> (ex: in a multiple choice item select the best category title for the words listed)</p> <p><b>*NEW:</b>  <b>Appropriate words to use in context,</b>  <i>NEW:including words specific to the content of the text</i>  <i>(Example: in a short passage</i></p>	<p><i>*NEW Identify synonyms, antonyms or categorizing words</i></p>		

			<i>about Native American homes, students might encounter the words longhouse and igloo, and then be asked to show that they know the difference between them).</i>		
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Word Wall Words - June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local) R.2.1.4- Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)		<b>NEW: Grade level appropriate words</b>	<i>*Reading grade level appropriate words (in connected text) NEW: with automaticity</i>		"Reading GLEs." <i>Derry Cooperative Cooperative School District.</i> 6 May 2012. < <a href="http://www.derry.k12.nh.us/teachers/">http://www.derry.k12.nh.us/teachers/</a> >  Fry, Ph.D., Edward Bernard., Kress, S., Fountoukidis, Ed.D. Dona Lee <i>The Reading Lists.</i> 4th. San Francisco: Jossey-Bass, 2007.  Cunningham, Patricia M.. <i>Systematic Use.</i> For Beginning Readers of All Ages. Dellosa Publishing Company, 2000. Print. Hall , Dorothy P., Cunningham, Patricia. <i>Month PHONICS .</i> 2nd Grade, Systematic Instruction. Greensboro: Carson-Dellosa Publishing, 2003, 1998. Print. Mercer, Cecil D., Campbell, Kenneth. <i>Phonics Program.</i> Diarmuid, Inc. 1997. Print.

Decoding - June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.1.0- Applies word identification and decoding		<b>NEW: Grade level appropriate words</b>			

<p>strategies by</p> <p>R.2.1.1- Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes) (State)</p> <p>R.2.1.2-Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)</p> <p>R.2.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.2.1.4-Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)</p>					
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Word Meaning - June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.2.3.1- Identifying		Synonyms, antonyms, <i>*NEW</i>	<i>*NEW Identify synonyms,</i>		

<p>synonyms or antonyms; or categorizing words (State)</p>		<p><i>categorizing words</i> (ex: in a multiple choice item select the best category title for the words listed) <b>*NEW:</b> <b>Appropriate words to use in context,</b> <i>NEW:including words specific to the content of the text</i> <i>(Example: in a short passage about Native American homes, students might encounter the words longhouse and igloo, and then be asked to show that they know the difference between them).</i></p>	<p><i>antonyms or categorizing words</i></p>		
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