Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge	<u> </u>	<u> </u>	-	<u> </u>	-	_	ļ.	-	-
	Х	Х		\vdash				-	
*1a: Produces dipthongs and digraphs	^	^		_	\vdash			_	
Focus 2: Decoding and Word Recognition									
* 2a: Uses advanced phonic elements to	Х	Х	Х	V					
recognize words	^	^	^	X					
2b: Reads compound words, contractions,			V	V	V	v			
possessives, inflectional endings			Х	X	X	Х			
* 2c: Reads multisyllabic words					Х	Χ	Х		
Focus 3: Sight-Word Reading									
*3a: Reads more sight words accurately	Х	Х	Х	Х	Х	Χ	Х	Х	Х
Focus 4: Reading Connected Text									
*4a: Reads 90-100 wpm	4.43	v	v	v	603	v	v	V	003
	44a	X	X	X	68ª	Χ	X	X	90a
4b: Reads with phrasing and expression			Х	Χ	Х				
4c: Listens to fluent oral reading and practices	10b	10	10	15	15	20	20	20	20
increasing oral reading fluency	10	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	Х	Х	Х	Χ	Х	Χ	Х	Х	Х
4e: Self-corrects word recognition errors	Х	Χ							

^{*} High priority skill

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
 1a: Classifies and categorizes words into sets and groups 	Х	Х	Х	Х	Х	Х	Х	Х	Х
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and texts	Х	Х	Х	Х	Х	Х	Х	Х	Х
2b: Understands and explains common antonyms and synonyms	Х	Х	Х	Х	Х	Х	Х	Х	Х
* 2c: Increases knowledge of vocabulary through independent reading	Х	Х	Х	Х	Х	Х	Х	Х	Х
2d: Uses new vocabulary	Х	Х	Х	Х	Х	Х	Х	Х	Х
2e: Examines word usage and effectiveness to expand descriptive vocabulary	Х	Х	Х	Х	Х	Х	Х	Х	Х
2f: Makes inferences about the meaning of a word based on its use in a sentence	Х	Х	Х	Х	Х	Х	Х	Х	Х
2g: Uses word structure to learn meaning	Χ	Х	Х	Х	Χ	Х	Χ	Х	Х
2h: Identifes simple multiple-meaning words	Χ	Х	Χ	Х	X	Χ	Χ	Х	X

^{*} High priority skill

a. DIBELS ORF Score

b. Minutes of practice per day

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Comprehension Focus 1: Comprehending Stories *1a: Answers questions about main characters, MC settings, and events E 1b: Identifies characters' actions, motives, emotions, traits, and feelings 1c: Makes and confirms predictions based on information from the story *1d: Answers what-if, why, and how questions *1e: Distinguishes main idea/details MD; fact/opinionFO; cause/effect E Focus 2: Comprehending Informational Text 2a: Uses information from simple tables, maps, and charts to learn about a topic 2b: Uses information from simple tables, maps, and charts to learn about a topic 2c: Uses titles, table of contents, and chapter headings to locate information Focus 3: Comprehension Monitoring 3a: Reads for understanding 3b: Interacts with stories and informational text to clarify and extend comprehension Focus 4: Retelling, Summarizing, Synthesizing *4a: Retells explicit and implicit main ideas *4b: Identifies the correct sequence of events *4c: Draws conclusions based on content 4d: Identifies/discusses theme of text Focus 5: Making Connections 5a: Connects events, characters, actions, and themes to specific life experiences 5b: Uses prior knowledge to clarify understanding 5c: Makes comparisons across reading selections	Jecona C	iiaa								
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understanding X X X X X X X X X X X X X X X X X X X		^		<u>_^</u>	_^	^				^
5c: Makes comparisons across reading		X	Х	Х	X	Х	Х	Х	Х	X
	,	^	^	_^	_^_					^
selections						Х	X	X	У	X
	selections					^		_^		^

^{*} High priority skill