

## Mapping of Instruction to Achieve Instructional Priorities Second Grade

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

\* High priority skill

a. DIBELS ORF Score

b. Minutes of practice per day

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

\* High priority skill

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Instructional Priority: <b>Comprehension</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Comprehending Stories</b>									
* 1a: Answers questions about main characters, <sup>MC</sup> settings, <sup>S</sup> and events <sup>E</sup>	MC	MC	MC S	MC S	MC S,E	MC S,E			
1b: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X	X			
1c: Makes and confirms predictions based on information from the story							X	X	X
* 1d: Answers <i>what-if</i> , <i>why</i> , and <i>how</i> questions				X	X	X			
* 1e: Distinguishes main idea/details <sup>MD</sup> ; fact/opinion <sup>FO</sup> ; cause/effect <sup>CE</sup>		MD	MD	FO	FO	CE	CE		
<b>Focus 2: Comprehending Informational Text</b>									
2a: Uses text structure to aid understanding				X	X	X			
2b: Uses information from simple tables, maps, and charts to learn about a topic					X	X	X		
2c: Uses titles, table of contents, and chapter headings to locate information						X	X	X	
<b>Focus 3: Comprehension Monitoring</b>									
3a: Reads for understanding	X	X	X	X	X	X	X	X	X
3b: Interacts with stories <sup>S</sup> and informational <sup>I</sup> text to clarify and extend comprehension	S	S	S	S,I	S,I	S,I			
<b>Focus 4: Retelling, Summarizing, Synthesizing</b>									
* 4a: Retells explicit <sup>E</sup> and implicit <sup>I</sup> main ideas		E	E	E	I	I	I		
* 4b: Identifies the correct sequence of events	X	X	X						
* 4c: Draws conclusions based on content			X	X	X				
4d: Identifies/discusses theme of text					X	X	X		
<b>Focus 5: Making Connections</b>									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections					X	X	X	X	X

\* High priority skill