



**School District
of the City of St.
Charles**

K-6 Communication Arts Curriculum: Grade 2

Approved by the Board of Education
May 9, 2013



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Harris Elementary
Monroe Elementary
Coverdell Elementary
Lincoln Elementary
Null Elementary
Harris Elementary
Blackhurst Elementary
Monroe Elementary
Blackhurst Elementary
Monroe Elementary
Coverdell Elementary
Lincoln Elementary
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Blackhurst Elementary
Lincoln Elementary
Harris Elementary
Null Elementary
Coverdell Elementary
Monroe Elementary
Jefferson Intermediate
St. Charles R-6 School District
St. Charles R-6 School District

Kindergarten
Kindergarten
1st Grade
1st Grade
1st Grade
2nd Grade
2nd Grade
3rd Grade
3rd Grade
Reading Specialist
4th Grade
4th Grade
5th Grade
5th Grade
5th Grade
6th Grade
6th Grade
Reading Specialist
ELL Teacher
Special Education
Instructional Coach
Instructional Coach
Instructional Coach
Instructional Coach
Principal
Principal
Asst. Super., Human Resources
Assoc. Super., Curriculum & Instruction

Grade 2 Communication Arts

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The District's Mission, Vision, Values, and Goals

OVERVIEW

The City of Saint Charles School District community works continuously to improve the education for all students through the quality of our schools and program offerings.

The Comprehensive School Improvement Plan (CSIP) serves as a long range, strategic planning document which directs the overall improvement of our educational programs and services (MSIP 8.2).

Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

Value Statements

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment

- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity

- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

K-6 Communication Arts Curriculum Committee: Mission Statement

The Mission of the K-6 Communication Arts Program in the City of St. Charles School District is to establish a foundation for life-long learning through reading, writing, spelling, listening, speaking, and informational literacy, using a comprehensive balanced literacy approach.

The program will instill in students a strong background in reading and writing, understanding that these areas affect all aspects of future learning. This program will provide students an opportunity to make connections to the world beyond the classroom. We will empower students to become life-long learners by challenging them to be critical thinkers who can apply classroom skills to real life situations.

Communication Arts Curriculum Committee Rationale

The rationale for Communication Arts in the City of St. Charles School District is to provide a solid foundation for all students in the areas of reading, writing, spelling, listening, and speaking. By exposing students to a balanced literacy approach, students will become critical thinkers and will be able to apply their skills within and beyond the classroom. Differentiating instruction enhances the student's learning by broadening their experiences through guided, shared, and modeled instruction. Teachers are equipped with the necessary resources to assess and expand this balanced approach. Because we live in a global society, the City of St. Charles School District believes we must provide all students with a balanced program of integrated study that includes emphasis on the understanding and appreciation of diverse cultures, gender equity, and handicapped conditions.

K-6 Communication Arts Curriculum Committee: Vision

What do we want our students to look like after they graduate from the City of St. Charles School District?

The students in the City of St. Charles School District will have an enriching experience at each grade level and will grow as citizens in academic and moral standards. Throughout the elementary process students will receive constant support, feedback, and a strong academic foundation for future years facilitated with high expectations. In the middle school years students will gain more responsibility for their learning while still being guided and attention given to social, emotional, and academic challenges of this ages group, facilitated with high expectations. During students' final years in the City of St. Charles School District, application of the characteristics socially, emotionally, and academically will manifest, producing life-long learners that have been guided with high expectations.

Essential Understandings

The second grade student will:

Reading

- Read and comprehend text by retelling the story in sequence using the main events, summarize and infer about the main characters, setting, problem and solution; read with 96% accuracy and read with appropriate rate (75-105 wpm)
- Read fluently with 96% accuracy, appropriate rate (75-105 wpm), and using conversational expression using appropriate stress on words, pausing, and 3-4 word phrases, intonation and use of punctuation.
- Develop vocabulary through text by determining or clarifying the meaning of unknown and multiple words and phrases by choosing from multiple strategies when reading level M text.
- Compare/contrast fiction text by comparing and contrasting multiple narrative elements in fiction including analysis of two or more versions of the same story by different authors or from different cultures when reading second grade band of text.
- Retell a text including character, setting, problem/solution and sequence of events in a level M fiction text, including the lesson or moral of fables and folktales.
- Evaluate the actions, points of view, choices and feelings of characters in level M fiction text
- Demonstrate understanding of the setting by describing time, place and how changes in the setting affect the plot and characters in level M text
- Describe the overall structure of a story including how the beginning introduces the problem of the story and the ending presents the solution in level M text
- Explain the topic, main idea and supporting details in nonfiction paragraphs and passages in level M text
- Compare and contrast main ideas and details in nonfiction including two texts on the same topic when reading second grade band of text
- Apply knowledge of various text features to locate key facts or information in a level M text efficiently

Writing

- Compose text with an introduction, sequenced events, and closure that has clear transitions that connect one sentence to another and is a logical sequence of events with includes a beginning, middle and end
- Compose text using appropriate word choice in a narrative text that describes characters' actions, thoughts and feelings using descriptive nouns, adjectives and active verbs
- Compose text with an introduction, opinion, reason/relevant facts and closure in opinion text
- Compose text using appropriate word choice in an opinion text that has effective word choice that describes characters' actions, thoughts and feelings using descriptive nouns, adjective and active verbs
- Compose text with an introduction to topic, facts, and closure in informational text
- Compose text with appropriate words choice in informational text that has clear transitions that connect one sentence to another and uses precise language.
- Apply mechanics to written work and construct text with capitalization for holidays, product names, and geographic names; commas in greetings and closing of letters; apostrophes to form contractions and frequently occurring possessives; and correct ending punctuation.

Language

- Apply spelling skills to written work and construct text with spelling high frequency words correctly in writing (a bank of the 175 words from the Teachers College Word List); using conventional spelling for words with common spelling patterns (initial and final consonants, short vowels, digraphs, blends, long vowels, and inflected endings); spelling untaught words phonetically; containing spelling that is not distracting to the reader.
- Apply grammar skills to written work and construct text with collective nouns, frequently occurring irregular plural nouns, reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives and adverbs, and be able to produce/expand/rearrange complete, simple and compound sentences.
- Use knowledge of language and its conventions when writing, speaking, reading or listening while comparing formal and informal uses of English.

Speaking/Listening

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussion
- Build on other's talk in conversations by linking their comments to the remarks of others
- Ask for clarification and further explanation as needed about the topics and texts under discussion

City of Saint Charles School District
Communication Arts Scope and Sequence Grades K-6

Reading Standards for Literature: Key Ideas and Details						
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text • With prompting and support, retell familiar stories, including key details • With prompting and support, identify characters, settings, and major events in a story 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text • Retell stories, including key details, and demonstrate understanding of their central message or lesson • Describe characters, settings, and major events in a story using key details 	<ul style="list-style-type: none"> • Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text • Recount stories, including fables & folktales from diverse cultures, and determine their central message, lesson, or moral • Describe how characters in a story respond to major events or changes 	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers • Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text • Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events 	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text • Determine a theme of a story, drama, or poem from details in the text; summarize the text • Describe in depth a character, setting, or event in a story, drawing specific details of the text (character's thoughts, words, or actions) 	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (how characters interact) 	<ul style="list-style-type: none"> • Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments • Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

Reading Standards for Literature: Craft and Structure

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text • Recognize common types of texts (storybooks, poems) • With prompting and support, name the author and illustrator and define the role of each in telling the story 	<ul style="list-style-type: none"> • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types • Identify who is telling the story at various points in a text 	<ul style="list-style-type: none"> • Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action • Acknowledges differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections • Distinguish their own point of view from that of the narrator or those of the characters 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (Herculean) • Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (verse, rhythm, meter) and drama (cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text • Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes • Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem • Describe how a narrator’s or speaker’s point of view influences how events are described 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone • Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot • Explain how an author develops the point of view of the narrator or speaker in a text

Reading Standards for Literature: Integration of Knowledge and Ideas

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • With prompting and support, describe the relationship between illustrations and the story in which they appear (what moment in a story an illustration depicts) • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories 	<ul style="list-style-type: none"> • Use the illustrations and details in a story to describe its characters, setting, or events • Compare and contrast the adventures and experiences of characters in stories 	<ul style="list-style-type: none"> • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot • Compare and contrast two or more versions of the same story (Cinderella stories) by different authors or from different cultures 	<ul style="list-style-type: none"> • Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting) • Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (in books from a series) 	<ul style="list-style-type: none"> • Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text • Compare and contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature from different cultures 	<ul style="list-style-type: none"> • Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (graphic novel, multimedia presentation of fiction, folktale, myth, poem) • Compare and contrast stories in the same genre (mysteries, and adventure stories) on their approaches to similar themes and topics 	<ul style="list-style-type: none"> • Compare and contrast the experience of reading a story, drama, or poem listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch • Compare and contrast texts in different forms or genres (stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics

Reading Standards for Literature: Range of Reading and Level of Text Complexity

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding 	<ul style="list-style-type: none"> With prompting and support, read prose and poetry of appropriate complexity for grade 1 	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range 	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently 	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range 	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently 	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range

Reading Standards for Informational: Key Ideas and Details

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • With prompting and support, ask, and answer questions about key details in text • With prompting and support, identify the main topic and retell key details of a text • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text • Identify the main topic and retell key details of a text • Describe the connection between two individuals, events, ideas, or pieces of information in a text 	<ul style="list-style-type: none"> • Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text • Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text 	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers • Determine the main idea of a text; recount the key details and explain how they support the main idea • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect 	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text • Determine the main idea of a text and explain how it is supported by key details; summarize the text • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information from the text 	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from text • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text • Explain the relationships of interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text 	<ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments • Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (through examples anecdotes)

Reading Standards for Informational: Craft and Structure

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about unknown words in a text • Identify the front cover, back cover, and title page of a book • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text 	<ul style="list-style-type: none"> • Ask and answer questions to help determine or clarify meaning of words and phrases in a text • Know and use various text features (headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area • Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently • Identify the main purpose of a text, including what the author wants to answer, explain, or describe 	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area • Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently • Distinguish their own point of view from that of the author of a text 	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic of subject area • Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided 	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic of subject area • Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative language, connotative, and technical meanings • Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas • Determine author’s point of view or purpose in a text and explain how it is conveyed in the text

Reading Standards for Informational: Integration of Knowledge and Ideas

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • With prompting and support, describe the relationship between illustrations and the text in which they appear (what person, place, thing, or idea in the text an illustration depicts) • With prompting and support, identify the reasons an author gives to support points in a text • With prompting and support, identify basic similarities and differences between two texts on the same topic (illustrations, descriptions, or procedures) 	<ul style="list-style-type: none"> • Use illustrations and details in a text to describe its key details • Identify the reasons an author gives to support points in a text • Identify basic similarities and differences between two texts on the same topic (in illustrations, descriptions, or procedures) 	<ul style="list-style-type: none"> • Explain how specific images (a diagram showing how a machine works) contributes to and clarify a text • Describe how reasons support specific points the author makes in a text • Compare and contrast the most important points presented by two texts on the same topic 	<ul style="list-style-type: none"> • Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text (where, when why, ad how key events occur) • Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence) • Compare and contrast the most important points and key details presented in two texts on the same topic 	<ul style="list-style-type: none"> • Interpret information presented visually, orally, or quantitatively (in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears • Explain how an author uses reasons and evidence to support particular points in a text • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably 	<ul style="list-style-type: none"> • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably 	<ul style="list-style-type: none"> • Integrate information presented in different media or formats (visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue • Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not • Compare and contrast one author's presentation of events with that of another (memoir written by and a biography on the same person)

Reading Standards for Informational: Range of Reading and Level of Text Complexity						
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding 	<ul style="list-style-type: none"> With prompting and support, read informational texts appropriately for complex for grade 1 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 band proficiently, with scaffolding as needed at the high end of the range 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 band independently and proficiently 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 band proficiently, with scaffolding as needed at the high end of the range 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 band independently and proficiently 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 6-8 band proficiently, with scaffolding as needed at the high end of the range

Reading Standards for Foundational Skills: Print Concepts

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print • Follow words from left to right, top to bottom, and page by page • Recognize that spoken words are represented in written language by specific sequences of letters • Understand that words are separated by spaces in print • Recognize and name all upper- and lowercase letters of the alphabet 	<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print • Recognize the distinguishing features of a sentence (e.g.-first word, capitalization, ending punctuation) 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable

Reading Standards for Foundational Skills: Phonological Awareness

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	Kindergarten	1 st Grade	2 nd Grade
<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Recognize and produce rhyming words • Count, pronounce, blend and segment syllables in spoken words • Blend and segment onsets and rimes of single-syllable spoken words • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words (This does not include CVC's ending with /l/, /r/, or /x/) • Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words 	<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Distinguish long from short vowel sounds in spoken single-syllable words • Orally produce single-syllable words by blending sounds (phonemes) including consonant blends • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words • Segment spoken single syllable words into their complete sequence of individual sounds (phonemes) 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Recognize and produce rhyming words • Count, pronounce, blend and segment syllables in spoken words • Blend and segment onsets and rimes of single-syllable spoken words • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words (This does not include CVC's ending with /l/, /r/, or /x/) • Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words 	<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Distinguish long from short vowel sounds in spoken single-syllable words • Orally produce single-syllable words by blending sounds (phonemes) including consonant blends • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words • Segment spoken single syllable words into their complete sequence of individual sounds (phonemes) 	<ul style="list-style-type: none"> • Not Applicable

Reading Standards for Foundational Skills: Fluency

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • Read emergent-reader texts with purpose and understanding 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level text orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level text orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Not Applicable

Writing Standards K-6 – Text Types and Purposes

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...) • Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events 	<ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure 	<ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section • Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases to connect opinion and reasons. Provide a concluding statement or section. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases. Provide a concluding statement or section related to the opinion presented. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections: include 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses. Provide a concluding statement or section related to the opinion presented. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and 	<ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence. Introduce claim and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,

<p>the order in which they occurred, and provided a reaction to what happened</p>			<p>to connect ideas within categories of information. Provide a concluding statement or section.</p> <ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<p>formatting, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and 	<p>focus, and group related information logically: include formatting, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event 	<p>organization, and analyses of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the</p>
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				<p>introducing a narrator and/or characters: organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters: organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>information or explanation presented.</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive
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						details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
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Writing Standards K-6 – Production and Distribution of Writing

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers 	<ul style="list-style-type: none"> • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers 	<ul style="list-style-type: none"> • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers 	<ul style="list-style-type: none"> • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing • With guidance and support from adults, use technology to produce and publish writing using keyboard skills as well as to interact and collaborate with others 	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying new approach. • With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Writing Standards K-6 – Range of Writing						
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> Begins in grade 3 	<ul style="list-style-type: none"> Begins in grade 3 	<ul style="list-style-type: none"> Begins in grade 3 	<ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 	<ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 	<ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 	<ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Speaking and Listening Standards: Comprehension and Collaboration

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups • Follow agreed up on rules for discussions • Continue a conversation through multiple exchanges • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. • Ask and answer questions in order to seek help, get information, or clarify 	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups • Follow agreed up on rules for discussions • Build on other’s talk in conversations by responding to the comments of others through multiple exchanges. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. 	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups • Follow agreed up on rules for discussions • Build on other’s talk in conversations by linking their comments to the remarks of others • Ask for clarification and further explanation as needed about the topics and texts under discussion. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • Ask and 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow agreed upon rules for discussions. • Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • Explain their own ideas and understanding in light of the 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow agreed upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow agreed upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics and texts, building on others’ ideas and expressing their own clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comment that contribute to the topic, text, or issue

<p>something that is not understood.</p>		<p>answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>discussion.</p> <ul style="list-style-type: none"> • Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 	<ul style="list-style-type: none"> • Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Identify the reasons and evidence a speaker provides to support particular points. 	<ul style="list-style-type: none"> • Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 	<p>under discussion.</p> <ul style="list-style-type: none"> • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. • Delineate a speaker's argument and specific claims that are supported by reasons and evidence from claims that are not.
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Speaking and Listening Standards: Presentation of Knowledge and Ideas

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • Describe familiar people, places, things, and events, with prompting and support, provide additional detail. • Add drawings or other visual displays to descriptions as desired to provide additional details. • Speak audibly and express thoughts, feelings, and ideas clearly 	<ul style="list-style-type: none"> • Describe familiar people, places, things, and events, with relevant details, expressing ideas and feelings clearly. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings • Produce complete sentences when appropriate to task and situation. 	<ul style="list-style-type: none"> • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> • Report on a topic of text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. • Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> • Report on a topic of text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace. • Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation. 	<ul style="list-style-type: none"> • Report on a topic of text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace • Include multimedia component and visual displays in presentations when appropriate to enhance the development of main ideas or themes. • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 	<ul style="list-style-type: none"> • Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clean pronunciation. • Include multimedia components and visual displays in presentations to clarify information. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards: Conventions of Standard English

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	Kindergarten
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. <ul style="list-style-type: none"> -Print many upper and lower case letters. -Use frequently occurring nouns and verbs. -Form regular plural nouns orally by adding /s/ or /es/. -Understand and use question words. -Use the most frequent occurring prepositions. -Produce and expand complete sentences in shared language activities. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing. <ul style="list-style-type: none"> -Capitalize the first word in a sentence and the pronoun I. -Recognize and name end punctuation. -Write a letter or letters for most consonant and short vowel sounds. 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> -Print all upper- and lowercase letters. -Use common, proper, and possessive nouns. -Use singular and plural nouns with matching verbs in basic sentences. -Use personal, possessive, and indefinite pronouns. -Use verbs to convey a sense of past, present, and future. -Use frequently occurring adjectives. - Use frequently occurring conjunctions. - Use determiners. - Use frequently occurring prepositions. -Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> - Use collective nouns. - Form and use frequently occurring irregular plural nouns. -Use reflexive pronouns. -Form and use the past tense of frequently occurring irregular verbs. -Use adjectives and adverbs, and choose between them depending on what is to be modified. -Produce, expand, and rearrange complete simple and compound sentences. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> -Capitalize holidays, product names, and 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. - Form and use regular and irregular plural nouns. - Use abstract nouns. - Form and use regular and irregular verbs. - Form and use the simple verb tenses. - Ensure subject-verb and pronoun-antecedent agreement. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. - Use coordinating and subordinating conjunctions. - Produce simple, compound, and complex sentences. • Demonstrate command of the 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> - Use relative pronouns and relative adverbs. - Form and use the progressive verb tenses. - Use modal auxiliaries to convey various conditions. - Order adjectives within sentences according to conventional patterns. - Form and use prepositional phrases. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. - Correctly use frequently confused words. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> - Use correct capitalization. - Use commas and 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. - Form and use the perfect verb tenses. - Use verb tense to convey various times, sequences, states, and conditions. - Recognize and correct inappropriate shifts in verb tense. - Use correlative conjunctions. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> - Use punctuation to separate items in a series. - Use a comma to separate an introductory element from the rest of the sentence. 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. <ul style="list-style-type: none"> -Print many upper and lower case letters. -Use frequently occurring nouns and verbs. -Form regular plural nouns orally by adding /s/ or /es/. -Understand and use question words. -Use the most frequent occurring prepositions. -Produce and expand complete sentences in shared language activities. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing. <ul style="list-style-type: none"> -Capitalize the first word in a sentence and the pronoun I. -Recognize and name end punctuation. -Write a letter or letters for most consonant and short vowel sounds. -Spell simple words

<p>-Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>to prompts.</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>-Capitalize dates and names of people.</p> <p>- Use end punctuation for sentences.</p> <p>- Use commas in dates and to separate single words in a series.</p> <p>- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>geographic names.</p> <ul style="list-style-type: none"> - Use commas in greetings and closings of letters. -Use an apostrophe to form contractions and frequently occurring possessives. - Generalize learned spelling patterns when writing words. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> - Capitalize appropriate words in titles. - Use commas in addresses. - Use commas and quotation marks in dialogue. - Form and use possessives. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. - Use spelling patterns and generalizations in writing words. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>quotation marks to mark direct speech and quotations from a text.</p> <ul style="list-style-type: none"> - Use a comma before a coordinating conjunction in a compound sentence. - Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> - Use a comma to set off the words <i>yes</i> and <i>no</i> to set off a tag question from the rest of the sentence, and to indicate direct address. - Use underlining, quotation marks, or italics to indicate titles of works. - Spell grade-appropriate words correctly, consulting references as needed. 	<p>phonetically, drawing on knowledge of sound-letter relationships.</p>
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Language Standards: Knowledge of Language

<p>Begins in grade 2</p>	<p>Begins in grade 2</p>	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases for effect. - Recognize and observe differences between the conventions of spoken and written standard English. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases to convey ideas precisely. - Choose punctuation for effect. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. - Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Vary sentence patterns for meaning, reader/listener interest, and style. - Maintain consistency in style and tone.
<p>Begins in grade 2</p>	<p>Begins in grade 2</p>	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases for effect. - Recognize and observe differences between the conventions of spoken and written standard English. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases to convey ideas precisely. - Choose punctuation for effect. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. - Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Vary sentence patterns for meaning, reader/listener interest, and style. - Maintain consistency in style and tone.

Language Standards: Vocabulary Acquisition and Use

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. - Identify new meanings for familiar words and apply them accurately. -Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. • With guidance and support from adults, explore word relationships and nuances in word meanings. - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. -Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. -Use sentence-level context as a clue to the meaning of a word or phrase. - Use frequently occurring affixes as a clue to the meaning of a word. - Identify frequently occurring root words and their inflectional forms. • With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning. - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. -Define words by category and by one or more key attributes. - Identify real-life 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. -Use sentence-level context as a clue to the meaning of a word or phrase. - Determine the meaning of the new word formed when a known prefix is added to a known word. -Use a known root word as a clue to the meaning of an unknown word with the same root. -Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). - Use glossaries and 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. - Use sentence-level context as a clue to the meaning of a word or phrase. - Determine the meaning of the new word formed when a known affix is added to a known word. - Use a known root word as a clue to the meaning of an unknown word with the same root. - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships and nuances in word meanings. - Distinguish the literal and nonliteral meanings of words and phrases in 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. - Consult reference, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Explain the meaning of simple similes and metaphors in context. - Recognize and explain the meaning of common idioms, 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. - Use context as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. - Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figurative language, including similes and metaphors, in context. - Recognize and explain the meaning of common idioms, adages, and proverbs. 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. - Use context as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. - Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. - Verify the preliminary determination of the meaning of a word or phrase. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figures of speech (e.g., personification) in context.

<p>- Identify real-life connections between words and their use. -Distinguish shades of meaning among verbs describing the same general action.</p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 	<p>connections between words and their use. - Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. 	<p>beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <ul style="list-style-type: none"> • Demonstrate understanding of word relationships and nuances in word meanings. -Identify real-life connections between words and their use. -Distinguish shades of meaning among closely related verbs and closely related adjectives. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. 	<p>context. - Identify real-life connections between words and their use. - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p> <ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. 	<p>adages, and proverbs. - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being. 	<p>- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. 	<p>- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. - Distinguish among the connotations (associations) of words with similar denotations (definitions).</p> <ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd	Reading Essential Standard: Reads and Comprehends Text Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student will read end of year grade level text (M) and:</p> <ul style="list-style-type: none"> ● Retell the story in sequence using the main events ● Summarize and infer about the main characters, setting, problem and solution ● Read with 96% accuracy ● Read with appropriate rate (75-105 wpm) <p>The student exhibits no major errors or omissions.</p>	<p>-Teachers College Benchmark</p> <p>-Running record</p> <p>-Strategy groups</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student: Reads J-L level text</p> <ul style="list-style-type: none"> ● Retell the story in sequence using the main events ● Summarize and infer about the main characters, setting, problem and solution ● Read with 96% accuracy ● Reads with appropriate rate <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd	Reading Essential Standard: Reads fluently Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student will reads end of year grade level text (M) demonstrating all three of the following:</p> <ul style="list-style-type: none"> ● With 96% accuracy ● Appropriate rate (75-105 wpm) ● Conversational expression using appropriate stress on words, pausing and 3-4 word phrases, intonation and use of punctuation <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> -Teachers College Benchmark -Running record -Strategy groups -Familiar poems -Reader's theater
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student: Reads J-L level text</p> <ul style="list-style-type: none"> ● With 96% accuracy ● Appropriate rate ● Conversational expression using appropriate stress on words, pausing and 2 word phrases with some 3-4 word groupings, intonation and use of punctuation <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd	Reading Essential Standard: Develops Vocabulary Through Text Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student:</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple meaning words and phrases by choosing from multiple strategies when reading level M text <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> -Running records -Anecdotal notes from conferring -"Explain the meaning of..." -"Tell me another way to use..." -Dictionary practice/confirm later
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple meaning words and phrases by choosing from multiple strategies when reading level J, K and L texts Identifies the meaning of unknown and multiple meaning words and/or phrases by choosing from multiple strategies when reading level M text <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> -Running records -Anecdotal notes from conferring -Skill worksheet isolating skill -Synonyms and antonyms -Content specific word banks
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd	Reading Essential Standard: Compare/Contrast (Fiction) Revised March 2013
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Score	Expectation Descriptor	Sample Tasks												
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.													
3	<p>The student:</p> <ul style="list-style-type: none"> Compare and contrast multiple narrative elements in fiction, including analysis of two or more versions of the same story by different authors or from different cultures when reading second grade band of text <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> -Graphic organizers which analyze multiple elements -Orally demonstrates text to text connections -Turn and talk -Stop and jot -Name two similarities/two differences -Jack & Beanstalk/The Giant Tale (Reading A-Z) -Goldilocks & Three Bears/The 3 Blairs -3 Little Pigs/The 3 Little Pigs Wolf Story 												
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.													
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognize elements from a narrative fiction text, including analysis of two or more versions of the same story by different authors or from different cultures when reading second grade band of text <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-Graphic organizers which analyze a single element (character, setting, problem/solution)</p> <table border="0"> <tr> <td>· Characters:</td> <td> </td> <td>· Characters:</td> </tr> <tr> <td>· Setting:</td> <td> </td> <td>· Setting</td> </tr> <tr> <td>· Problem:</td> <td> </td> <td>· Problem</td> </tr> <tr> <td>· Solution:</td> <td> </td> <td>· Solution:</td> </tr> </table>	· Characters:		· Characters:	· Setting:		· Setting	· Problem:		· Problem	· Solution:		· Solution:
· Characters:		· Characters:												
· Setting:		· Setting												
· Problem:		· Problem												
· Solution:		· Solution:												
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.													
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.													

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd	Reading Essential Standard: Retelling (Fiction) Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student:</p> <ul style="list-style-type: none"> Retell selection including character, setting, problem/solution and sequence of events in a level M fiction text, including the lesson or moral of fables and folktales <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> -Teachers College Benchmarks -Running Records -Summarize using: story map, post-its, response sheets -Turn and talk -Stop and jot
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	Somebody wanted, but, so...
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes character, setting, problem/solution and sequence of events in a level M fiction text, including the lesson or moral of fables and folktales Retell selection including character, setting, problem/solution and sequence of events in a level J,K,L fiction text, including the lesson or moral of fables and folktales <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd	Reading Essential Standard: Characters (Fiction) Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student:</p> <ul style="list-style-type: none"> Evaluate the actions, points of view, choices and feelings of characters in level M fiction text <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> -Teachers College Benchmarks -Running records -Graphic organizers -Reader's theatre -Retell from a different character's point of view -Turn and talk -Stop and jot
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Evaluate the actions, points of view, choices and feelings of characters in level J, K, L fiction text Recognizes actions, points of view, choices and feelings of characters in level M fiction text <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd	Reading Essential Standard: Setting Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student will;</p> <ul style="list-style-type: none"> Demonstrate understanding of the setting by describing the time and place, including how changes in the setting affect the plot and characters in level M text <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> -Teachers College Benchmark -Running record -Story map/graphic organizer -Illustrate setting changes -Turn and talk -Stop and jot
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Demonstrate understanding of the setting by describing how changes in the setting affect the plot and characters in level J, K, L text Demonstrate understanding of the setting by describing time and place in level M text <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd	Reading Essential Standard: Problem/Solution Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student will:</p> <ul style="list-style-type: none"> Describe the overall structure of a story including how the beginning introduces the problem of the story and the ending presents the solution in level M text <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> -Teachers College Benchmark -Running records -Story map/graphic organizer -Predict possible solutions -Create alternate ending -Turn and talk -Stop and jot
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Describe the overall structure of a story including how the beginning introduces the problem of the story and the ending presents the solution in level J, K, L text Identify how the beginning introduces the problem of the story and the ending presents the solution in level M text <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd	Reading Essential Standard: Main Idea and Supporting Details (Nonfiction) Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student will:</p> <ul style="list-style-type: none"> Explain the topic, main idea and supporting details in nonfiction paragraphs and passages in level M text <p>The student exhibits no major errors or omissions.</p>	<p>-Teachers College Benchmark</p> <p>-Running records</p> <p>-Determine the author's purpose by identifying what the author wants to answer, explain or describe</p> <p>-Complete a KWL chart</p> <p>-Turn and talk</p> <p>-Stop and jot</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Explain the topic, main idea and supporting details in nonfiction paragraphs and passages in level J, K, L text Identify the topic, main idea and supporting details in nonfiction paragraphs in level M text <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd	Reading Essential Standard: Text Features (Nonfiction) Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student will:</p> <ul style="list-style-type: none"> Apply knowledge of various text features to locate key facts or information in a level M text efficiently <p>The student exhibits no major errors or omissions.</p>	<p>-Explain how specific images contribute to and clarify a text (diagram showing how a machine works)</p> <p>-Complete a KWL chart</p> <p>-Construct "I wonder" questions and confirm and revise learning</p> <p>-Turn and talk</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student: Reads J-L level text</p> <ul style="list-style-type: none"> Apply knowledge of various text features to locate key facts or information in a level J, K, L text efficiently Identify various text features to locate key facts or information in a level M text efficiently <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	-Name and chart text features
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd	Reading Essential Standard: Compare and Contrast (Nonfiction) Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student will:</p> <ul style="list-style-type: none"> Compare and contrast main ideas and details in nonfiction, including two texts on the same topic when reading second grade band of text <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> -T-chart -KWL chart -Graphic organizers -Turn and talk -Stop and jot
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student: Reads J-L level text</p> <ul style="list-style-type: none"> Identify main ideas and details in nonfiction, including two texts on the same topic when reading second grade band of text <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd		Narrative Writing: Structure (Overall, Lead, Transitions, Ending, and Organization) Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks	
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • telling the story bit by bit; a beginning that helps readers know who the characters are and what the setting is; a story told in order using phrases such as a little later and after that; action, talk or feeling that would make a good ending; paragraphs and skipped lines to separate what happened first from what happened later (and finally) in the story 	
3	The writer: <ul style="list-style-type: none"> • wrote about one time when he/she did something • thought about how to write a good beginning and chose a way to start his/her story using action, talk, or setting • told the story in order by using words such as <i>when, then, and after</i> • chose the action, talk or feeling that would make a good ending • wrote lots of lines on a page and wrote across lots of pages The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • writes about when he/she did something • tried to make a beginning for his/her story • puts his/her pages in order and used words such as <i>and, then, so</i> • found a way to end his/her story • writes across 3 or more pages However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.		
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer: <ul style="list-style-type: none"> • told, drew and wrote a whole story • has a page that shows what happened first • puts his/her pages in order • has a page that showed what happened last in the story • had a page for the beginning, a page for the middle, and a page for the end 	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd		Narrative Writing: Development (Elaboration & Craft) Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks	
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • what was happening to (and in) his/her characters; not only a 'telling' of the story but the writer wrote in ways that got the readers to picture what was happening and brought his/her story to life 	
3	The writer: <ul style="list-style-type: none"> • tried to bring his/her characters to life with details, talk, and actions • chose strong words that help readers picture his/her story The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • put the picture from his/her mind onto the page and had details and pictures and words • used labels and words to give details However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.		
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer: <ul style="list-style-type: none"> • indicated in the story who was there, what they did, and how the characters felt • drew and wrote some details about what happened 	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd		Narrative Writing: Language Conventions (Spelling & Punctuation) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p>	<p>The writing sample may include:</p> <ul style="list-style-type: none"> ● examples of writer using what he/she knew about spelling patterns to help spell and edit before writing his/her final draft; the writer getting help from others to check spelling before final draft; correctly punctuated dialogue with commas and quotation marks; punctuation at the end of every sentence; writing that helps readers read with expression (quickly, slowly, voice change)
3	<p>The writer:</p> <ul style="list-style-type: none"> ● used what he/she knew about spelling patterns (tion, er, ly, etc.) ● spelled all of the word wall words correctly and used the word wall to figure out how to spell other words ● used quotation marks to show what characters said ● used an apostrophe in words such as can't and don't <p>The student exhibits no major errors or omissions.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
2+	<p>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the writer:</p> <ul style="list-style-type: none"> ● used all he/she knew about words and chunks of words (at, op, it, etc.) to help him/her spell ● spelled all the word wall words right and used the word wall to help him/her spell other words ● ended sentences with punctuation ● used a capital letter for names ● used commas in dates and lists <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
1+	<p>Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.</p>	
1	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:</p> <ul style="list-style-type: none"> ● could read his/her writing ● wrote a letter for the sound he/she heard ● used the word wall to help him/her spell ● put spaces between words ● used lower case letters unless capitals were needed ● wrote capital letters to start every sentence 	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2 nd		Opinion Writing: Structure (Overall, Lead, Transitions, Ending, and Organization) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p>	<p>The writing sample may include:</p> <ul style="list-style-type: none"> • telling readers his/her opinion and ideas and helping them understand his/her reasons; a beginning that sets readers up to expect that this will be opinion writing and hooks them into caring about his/her opinion, connecting examples using <i>for example</i> and <i>because</i> and connected reasons and examples using <i>also</i> and <i>another</i>; an ending related to his/her opinion; several reasons or examples using several sentences about each reason; each part of the writing mostly about one thing
3	<p>The writer:</p> <ul style="list-style-type: none"> • wrote his/her opinion of likes and dislikes and gave reasons for his/her opinion • wrote a beginning in which he/she not only gave his opinion, but also set readers up to expect that his/her writing would try to convince them of it • connected parts of his/her piece using words such as <i>also</i>, <i>another</i>, and <i>because</i> • wrote an ending in which he reminded readers of his/her opinion • had different parts in his/her piece and wrote a lot of lines for each part <p>The student exhibits no major errors or omissions</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
2+	<p>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the writer:</p> <ul style="list-style-type: none"> • wrote his/her opinion, likes and/or dislikes and said why • wrote a beginning that got the readers' attention, named the topic of text that he/she was writing about and gave an opinion • said more about his/her opinion and used words such as <i>and</i> and <i>because</i> • wrote an ending for his/her piece • wrote a part where he/she got readers attention and a part where he/she said more <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
1+	<p>Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.</p>	
1	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:</p> <ul style="list-style-type: none"> • told, drew, and wrote his/her opinion or likes and/or dislikes about a topic or book • wrote his/her opinion in the beginning • wrote his/her idea and then said more using words such as <i>because</i> • had a last part or page • told his/her opinion in one place and in another place said why 	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd		Opinion Writing: Development (Elaboration & Craft) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> naming reasons to support his/her opinion and writing more about each one; the writer not only telling readers to believe him/her, but also writing in ways that gets them thinking or feeling in certain ways
3	The writer: <ul style="list-style-type: none"> wrote at least two reasons and wrote at least a few sentences about each one chose words that would make readers agree with his/her opinion The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> wrote at least one reason for his opinion used labels and words to give details However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer: <ul style="list-style-type: none"> put everything he/she thought about the topic (or book) on the page had details in pictures and words 	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd		Opinion Writing: Language Conventions (Spelling & Punctuation) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p>	<p>The writing sample may include:</p> <ul style="list-style-type: none"> • examples of writer using what he/she knew about spelling patterns to help spell and edit before writing his/her final draft; the writer getting help from others to check spelling before final draft; correctly punctuated dialogue with commas and quotation marks; punctuation at the end of every sentence; writing that helps readers read with expression (quickly, slowly, voice change)
3	<p>The writer:</p> <ul style="list-style-type: none"> • used what he/she knew about spelling patterns (tion, er, ly, etc.) • spelled all of the word wall words correctly and used the word wall to figure out how to spell other words • used quotation marks to show what characters said • used an apostrophe in words such as can't and don't <p>The student exhibits no major errors or omissions.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
2+	<p>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the writer:</p> <ul style="list-style-type: none"> • used all he/she knew about words and chunks of words (at, op, it, etc.) to help him/her spell • spelled all the word wall words right and used the word wall to help him/her spell other words • ended sentences with punctuation • used a capital letter for names • used commas in dates and lists <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
1+	<p>Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.</p>	
1	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:</p> <ul style="list-style-type: none"> • could read his/her writing • wrote a letter for the sound he/she heard • used the word wall to help him/her spell • put spaces between words • used lower case letters unless capitals were needed • wrote capital letters to start every sentence 	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd		Information Writing: Structure (Overall, Lead, Transitions, Ending, and Organization) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p>	<p>The writing sample may include:</p> <ul style="list-style-type: none"> • information about a subject with ideas, observations, and questions; a beginning that gets readers ready to learn a lot of information about the subject; words to show sequence such as <i>before</i>, <i>after</i>, <i>then</i>, & <i>later</i>; words that show what did not fit such as <i>however</i> & <i>but</i>; an ending that drew conclusions, asked questions, or suggested ways readers might respond; information grouped together into parts with each part mostly about one thing connected to the big topic
3	<p>The writer:</p> <ul style="list-style-type: none"> • taught readers some important points about a subject • wrote a beginning in which he/she named a subject and tried to interest readers • used words such as, <i>and</i> & <i>also</i> to show he/she had more to say • wrote some sentences or a section at the end to wrap up the piece • had different parts to his/her writing with each part telling different information about the topic <p>The student exhibits no major errors or omissions.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
2+	<p>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the writer:</p> <ul style="list-style-type: none"> • taught readers about a topic • named his topic in the beginning and got the readers' attention • told different parts about his/her topic on different pages • wrote an ending • told about her topic part by part <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
1+	<p>Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.</p>	
1	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:</p> <ul style="list-style-type: none"> • told, drew, and wrote about a topic • told what his/her topic was • put different things he/she knew about the topic on his/her pages • had a last part or page • told, drew, and wrote information across pages 	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd		Information Writing: Development (Elaboration & Craft) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	The writing sample may include: <ul style="list-style-type: none"> • facts, definitions, details, and observations about his/her topic and explained some of them; expert words to teach readers a lot about the subject and taught information in a way to interest readers using drawings, captions, or diagrams
3	The writer: <ul style="list-style-type: none"> • used different kinds of information in his/her writing such as facts, definitions, details, steps, and tips • tried to include the words that showed he/she was an expert on the subject The student exhibits no major errors or omissions.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the writer: <ul style="list-style-type: none"> • put facts in his/her writing to teach about his/her topic • used labels and words to give facts However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer: <ul style="list-style-type: none"> • drew and wrote some important things about the topic • told, drew, and wrote some details about the topic 	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd		Information Writing: Language Conventions (Spelling & Punctuation) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p>	<p>The writing sample may include:</p> <ul style="list-style-type: none"> examples of writer using what he/she knew about spelling patterns to help spell and edit before writing his/her final draft; the writer getting help from others to check spelling before final draft; correctly punctuated dialogue with commas and quotation marks; punctuation at the end of every sentence; writing that helps readers read with expression (quickly, slowly, voice change)
3	<p>The writer:</p> <ul style="list-style-type: none"> used what he/she knew about spelling patterns (tion, er, ly, etc.) spelled all of the word wall words correctly and used the word wall to figure out how to spell other words used quotation marks to show what characters said used an apostrophe in words such as can't and don't <p>The student exhibits no major errors or omissions.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
2+	<p>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the writer:</p> <ul style="list-style-type: none"> used all he/she knew about words and chunks of words (at, op, it, etc.) to help him/her spell spelled all the word wall words right and used the word wall to help him/her spell other words ended sentences with punctuation used a capital letter for names used commas in dates and lists <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
1+	<p>Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.</p>	
1	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:</p> <ul style="list-style-type: none"> could read his/her writing wrote a letter for the sound he/she heard used the word wall to help him/her spell put spaces between words used lower case letters unless capitals were needed wrote capital letters to start every sentence 	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 2nd	Writing Essential Standard: Applies Grammar Skills to Written Work
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	The student will construct text with: <ul style="list-style-type: none"> ● Collective nouns ● Frequently occurring irregular plural nouns (feet, children, teeth, mice, etc) ● Reflexive pronouns (myself, ours) ● Past tense of frequently occurring irregular verbs (sat, hid, told) ● Adjectives and adverbs ● Produce, expand, and rearrange complete, simple and compound sentences 	-Narrative, Opinion, Informational Text
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the student constructs text demonstrating an inconsistency of: <ul style="list-style-type: none"> ● Collective nouns ● Frequently occurring irregular plural nouns (feet, children, teeth, mice, etc) ● reflexive pronouns (myself, ours) ● Past tense of frequently occurring irregular verbs (sat, hid, told) ● Adjectives and adverbs ● Produce, expand, and rearrange complete simple and compound sentences 	-Conferring
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

Reader's Workshop Big Ideas:

- Choose just right books
- Read with stamina
- Introduce reading logs
- Set a purpose for reading
- Stay focused while reading
- Share thinking by talking with a partner

Interactive Read Aloud:

- Learn the interactive read aloud routine
 - Turn and talk
 - Stop and jot
 - Whole class conversations
- Learn monitoring (fix-up) strategies:
 - Cross checking
 - Beginning and ending sounds
 - Back up and reread
 - Reread to make it smooth
 - Blend sounds together

Shared Reading:

- Readers will learn accuracy, fluency, and comprehension strategies
- Track print left to right and top to bottom with only line indication from the teacher's pointer
- Use high-frequency words to monitor accuracy of reading and gain momentum
- Read aloud with fluency
- Understand and discuss title, author, and illustrator

Fiction:

- Picture walk, activate background knowledge

Nonfiction:

- Book walk, text features, main idea and details

Writer's Workshop Big Ideas:**The student will:**

- Establish Writer's Workshop routines
- Plan out their writing
- Write for an audience
- Establish and utilize writing partnerships
- Write How-to Books
- Write All About Books
- Reread, revise, edit and publish their work for readers

Grammar:

- **Write complete sentences**
- **Use subject and verb agreement in simple sentences**
- **Use capitals for the beginning of sentences and proper nouns**
- **Use appropriate punctuation for endings**

<p>Thinking Strategy:</p> <ul style="list-style-type: none"> • Monitoring <p>Comprehension Strategy:</p> <ul style="list-style-type: none"> • Check for understanding, make and confirm predictions 	
<p>Common Language:</p> <p>picture walk, predictions, partner reading, just right books, turn and talk, stop and jot, reading logs, EEKK (elbow to elbow, knee to knee), conference, book shopping, background knowledge, monitoring</p>	<p>Common Language:</p> <p>informational text, leads and endings, revise, edit, publish, mentor texts, snap words, cover, table of contents, headings, facts</p>
<p>Assessment/ Report Card Standards:</p> <ul style="list-style-type: none"> • Teachers College Benchmark/Informal Running Record • Level I/J/K in August, Level J/K September • High Frequency Words • AimsWeb 	<p>Assessment/ Report Card Standards:</p> <ul style="list-style-type: none"> • Composes text with an introduction, facts and closure (informational text)- cold write • Composes text using appropriate word choice (informational text)- cold write • Conventions- cold write
<p>Resources:</p> <ul style="list-style-type: none"> • Curricular Calendar- Unit 1 Taking Charge of Reading • The Continuum of Literacy Learning 	<p>Resources:</p> <ul style="list-style-type: none"> • Units of Study: Launching the Writing Workshop • Curricular Calendar- Unit 1 Launching with Non-Fiction • 2nd Grade Writers
<p>Word Work:</p> <ul style="list-style-type: none"> • Short and long vowels • Long vowel spelling patterns • Consonant blends • High frequency words <p>Resources:</p> <ul style="list-style-type: none"> • Words Their Way: Teacher Manual Chapter 6 • The Continuum of Literacy Learning 	<p>Word Work Assessment/ Report Card Standards::</p> <ul style="list-style-type: none"> • Spelling inventory • Informal spelling assessments • Analysis of cold write

Reader’s Workshop Big Ideas:

- Use many strategies to solve unknown words
- Check for meaning when solving unknown words
- Self-correct by cross-checking (visual, structure, and meaning)
- Read with increased fluency
- Check for understanding by orally retelling the story

Interactive Read Aloud:

- Use monitoring (fix-up) strategies to solve unknown words
- Develop vocabulary through text
- Adjust reading pace and rate
- Read sight words in a snap

Shared Reading:

- Read with high accuracy rate
- Read aloud with fluency
- Reflect meaning with their voice through pause, stress, and phrasing
- Recognize and use simple punctuation (reflecting it in their voice while reading)
- Recognize and identify the parts of a story

Fiction:

- Main idea and details, story elements

Nonfiction:

- Main idea and details, text features

Thinking Strategy:

- Monitoring

Comprehension Strategy:

- Check for understanding, make and confirm predictions, solve unknown words by using meaning

Common Language:

cross checking, stamina, check for understanding, strategy groups, story elements, text evidence

Writer’s Workshop Big Ideas:

The student will:

- Write small moments
- Stretch the story across multiple pages
- Add details to writing
- Reread, revise, edit, and publish their work for readers

Grammar:

- Write complete sentences
- Use subject and verb agreement in simple sentences
- Use capitals for the beginning of sentences and proper nouns
- Use appropriate punctuation for endings
- **Use a range of complete sentences (declarative, interrogative, exclamatory)**
- **Use nouns and pronouns that are in agreement**

Common Language:

narrative writing, leads and endings, small moment, watermelon story, seed story, revise, edit, publish, mentor texts, snap words, cover, show not tell

<p>Assessment/ Report Card Standards:</p> <ul style="list-style-type: none"> ● Teachers College Benchmark/Informal Running Record ● Level J/K in October ● High Frequency Words ● AimsWeb 	<p>Assessment/ Report Card Standards:</p> <ul style="list-style-type: none"> ● Compose text with an introduction, sequenced events and closure (narrative text)- cold write ● Composes text using appropriate word choice (narrative text)- cold write ● Conventions- cold write
<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit 2 Tackling Trouble ● The Continuum of Literacy Learning 	<p>Resources:</p> <ul style="list-style-type: none"> ● Units of Study: Book 5 Authors as Mentors & Book 2 Small Moments ● Curricular Calendar- Unit 2 Authors as Mentors ● 2nd grade writers
<p>Word Work:</p> <ul style="list-style-type: none"> ● Short and long vowels ● Long vowel spelling patterns ● Consonant blends ● High frequency words <p>Resources:</p> <ul style="list-style-type: none"> ● Words Their Way: Teacher Manual Chapter 6 ● The Continuum of Literacy Learning 	<p>Word Work Assessment/ Report Card Standards::</p> <ul style="list-style-type: none"> ● Spelling inventory ● Informal spelling assessments ● Analysis of cold write

Reader’s Workshop Big Ideas:

- Retell to determine importance
- Respond to character actions and major events
- Read character dialogue fluently
- Fluency: accuracy, expression, intonation

Interactive Read Aloud:

- Connect to a text by using schema
- Activate background knowledge
- Make text to self, text to text, and text to world connections
- Ask questions while reading
- Back up and reread
- Think, pair, share
- Support ideas with evidence

Shared Reading:

- Read aloud with fluency
- Read with a high accuracy rate
- Reflect meaning with the voice through stress, pause, and phrasing
- Show anticipation in the voice when reading

Fiction:

- Characters (traits, actions, motives, solutions to problems)

Nonfiction:

- Vocabulary, main idea and details, text features

Thinking Strategy:

- Schema

Comprehension Strategy:

- Solve and explain vocabulary words, make and confirm predictions

Common Language:

schema, determining importance, questioning, inferring, confirm, character motives, character traits, rising action, climax, falling action

Writer’s Workshop Big Ideas:

The student will:

- Plan how to write a fictional story
- Reread stories to improve their writing
- Move from one scene to the next by using time transitions
- Build tension in their stories
- Revise right from the start to improve writing
- Create characters and include what the character does, says and feels

Grammar:

- Write complete sentences
- Use subject and verb agreement in simple sentences
- Use capitals for the beginning of sentences and proper nouns
- Use appropriate punctuation for endings
- Use a range of complete sentences (declarative, interrogative, exclamatory)
- Use nouns and pronouns that are in agreement
- **Write in past, present and future tense**

Common Language:

realistic fiction, leads and endings, small moment, character traits, problem, solution, show not tell, revise, edit, publish

<p>Assessment/ Report Card Standards:</p> <ul style="list-style-type: none"> • Teachers College Benchmark/Informal Running Record • Level J/K/L in November • High Frequency Words • AimsWeb 	<p>Assessment/ Report Card Standards:</p> <ul style="list-style-type: none"> • Compose text with an introduction, sequenced events and closure (narrative text)- cold write • Composes text using appropriate word choice (narrative text)- cold write • Conventions- cold write
<p>Resources:</p> <ul style="list-style-type: none"> • Curricular Calendar- Unit 3 Characters Face Bigger Challenges • The Continuum of Literacy Learning 	<p>Resources:</p> <ul style="list-style-type: none"> • Units of Study: Book 4 Craft of Revision • Curricular Calendar- Unit 3 Writing and Revising Realistic Fiction • 2nd grade writers
<p>Word Work:</p> <ul style="list-style-type: none"> • long vowel spelling patterns • r-controlled vowels • high frequency words <p>Resources:</p> <ul style="list-style-type: none"> • Words Their Way: Teacher Manual Chapter 6 • The Continuum of Literacy Learning 	<p>Word Work Assessment/ Report Card Standards::</p> <ul style="list-style-type: none"> • Spelling inventory • Informal spelling assessments • Analysis of cold write

Reader’s Workshop Big Ideas:

- Know and use text features to locate key facts and information in nonfiction text
- Construct meaning by responding to nonfiction text
- Solve and understand key words in nonfiction text
- Compare and contrast information across nonfiction texts in book clubs

Interactive Read Aloud:

- Ask questions before, during, and after reading
- Respond to questions and other’s thinking
- Develop new thinking

Shared Reading:

- Self-correct intonation, phrasing, and pausing
- Use multiple sources of information to monitor reading accuracy, pronunciation, and understanding of words
- Use a full range of punctuation and reflect it in the voice

Fiction:

- Reading stamina, vocabulary

Nonfiction:

- Use text features, ask questions, respond to new learning

Thinking Strategy:

- Questioning

Comprehension Strategy:

- Retell, compare and contrast, main idea and details

Writer’s Workshop Big Ideas:

The student will:

- Generate lists of possible topics and choose one to write an informational piece
- Create a rough plan for how the book will be organized including a table of contents and sequentially organized topics
- Write in ways that reach and teach an audience with research
- Reread, revise, edit and publish their work for readers

Grammar:

- Write complete sentences
- Use subject and verb agreement in simple sentences
- Use capitals for the beginning of sentences and proper nouns
- Use appropriate punctuation for endings
- Use a range of complete sentences (declarative, interrogative, exclamatory)
- Use nouns and pronouns that are in agreement
- Write in past, present and future tense
- **Use capitals for a heading or emphasis**

Common Language:

text features, summarize, questioning, wondering, text evidence, compare and contrast, book clubs, explaining voice, transitional words

Common Language:

research, audience, text features, facts, main idea, details, heading, subheading, revise, edit, publish

Assessment/ Report Card Standards:

- Teachers College Benchmark/Informal Running Record
- Level K/L in December
- High Frequency Words
- AimsWeb

Assessment/ Report Card Standards:

- Compose text with an introduction, facts and closure (informational text)- cold write
- Composes text using appropriate word choice (informational text)- cold write
- Conventions- cold write

Resources:

- Curricular Calendar- Unit 4 Reading Nonfiction, Reading the World
- The Continuum of Literacy Learning

Resources:

- Units of Study: Book 6 Nonfiction Writing: Procedures and Reports
- Curricular Calendar- Unit 4 Expert Projects: Informational Writing
- 2nd grade writers

Word Work:

- Diphthongs (oy and oi)
- Ambiguous vowel patterns
- Complex blends
- Contractions
- High frequency words

Resources:

- Words Their Way: Teacher Manual Chapter 6
- The Continuum of Literacy Learning

Word Work Assessment/ Report Card Standards::

- Spelling inventory
- Informal spelling assessments
- Analysis of cold write

Reader’s Workshop Big Ideas:

- Read series books and identify predictable plots and character patterns
- Respond to similarities and differences in books that are in a series in reading clubs
- Read across genres to find out more information that fits with fictional stories

Interactive Read Aloud:

- Use sensory images to connect to and comprehend a text
- Create emotional connections to the text based on prior knowledge
- Evaluate the characters’ dialogue and actions to make emotional connections to the text

Shared Reading:

- Recognize when texts are realistic, fantasy, or true informational texts and read them differently as appropriate
- Use multiple sources of information to monitor reading accuracy, pronunciation, and understanding of words
- Infer a character’s feelings or motivations as preparation for reading in the character’s voice

Fiction:

- Characters, themes, mental images, text connections, predictions

Nonfiction:

- Research answers to questions

Thinking Strategy:

- Visualization

Comprehension Strategy:

- Compare and contrast, main idea and details

Common Language:

genre, visualize, summarize, synthesize, compare and contrast, similarities, differences, graphic organizers, dialogue, inferences, character traits, character motives, themes

Writer’s Workshop Big Ideas:

The student will:

- Determine the author’s purpose by organizing supporting details
- Try different genres forms or tools to help support their cause
- Give specific examples to support their opinions
- Reread, revise, edit and publish their work for readers

Grammar:

- Write complete sentences
- Use subject and verb agreement in simple sentences
- Use capitals for the beginning of sentences and proper nouns
- Use appropriate punctuation for endings
- Use a range of complete sentences (declarative, interrogative, exclamatory)
- Use nouns and pronouns that are in agreement
- Write in past, present and future tense
- Use capitals for a heading or emphasis
- **Use commas in greeting and closing of letters**
- **Use apostrophes to form contractions and possessives**

Common Language:

persuasive writing, author’s purpose, opinion, supporting details, reasons, genres, revise, edit, publish

<p>Assessment/ Report Card Standards:</p> <ul style="list-style-type: none"> ● Teachers College Benchmark/Informal Running Record ● Level K/L in January ● High Frequency Words ● AimsWeb 	<p>Assessment/ Report Card Standards:</p> <ul style="list-style-type: none"> ● Compose text with an introduction, supporting details and closure (opinion text, letter writing)- cold write ● Composes text using appropriate word choice (opinion text, letter writing)- cold write ● Conventions- cold write
<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit 5 Series Reading and Cross Genre Reading Clubs ● The Continuum of Literacy Learning 	<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit 5 Opinion Writing: Persuasive Reviews ● 2nd grade writers: Unit 2 Writing for Change & Unit 3 Witing a Book Review

<p>Word Work:</p> <ul style="list-style-type: none"> ● Diphthongs (oy and oi) ● Ambiguous vowel patterns ● Complex blends ● Contractions ● High frequency words <p>Resources:</p> <ul style="list-style-type: none"> ● Words Their Way: Teacher Manual Chapter 6 ● The Continuum of Literacy Learning 	<p>Word Work Assessment/ Report Card Standards::</p> <ul style="list-style-type: none"> ● Spelling inventory ● Informal spelling assessments ● Analysis of cold write
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Reader’s Workshop Big Ideas:

- Ask questions, monitor for meaning, and develop new ideas from nonfiction text
- Compare and contrast factual information to acquire new knowledge about the world

Interactive Read Aloud:

- Determine the key ideas that are central to the meaning of the text
- Make connections (text to text, text to self, text to world)
- Answer questions and synthesize information
- Respond to questions and new learning

Shared Reading:

- Use multiple sources of information to monitor reading
- Chunk multisyllabic words into parts to decode unknown words

Fiction:

- Main idea and details, author’s purpose

Nonfiction:

- Text features, determine importance of information, author’s purpose, vocabulary

Thinking Strategy:

- Determining Importance

Comprehension Strategy:

- compare and contrast, summarize

Common Language:

determine importance, facts, opinions, summarize, synthesize, text features, compare and contrast, author’s purpose, making connections, explaining voice

Assessment/ Report Card Standards:

- Teachers College Benchmark/Informal Running Record
- Level L in February
- High Frequency Words
- AimsWeb

Writer’s Workshop Big Ideas:

The student will:

- Generate ideas and write many stories
- Keep an audience in mind
- Read, revise, edit and publish their work for readers

Grammar:

- Write complete sentences
- Use subject and verb agreement in simple sentences
- Use capitals for the beginning of sentences and proper nouns
- Use appropriate punctuation for endings
- Use a range of complete sentences (declarative, interrogative, exclamatory)
- Use nouns and pronouns that are in agreement
- Write in past, present and future tense
- Use capitals for a heading or emphasis
- Use commas in greeting and closing of letters
- Use apostrophes to form contractions and possessives
- **Use prepositional phrases, adjectives and adverbs correctly**

Common Language:

research, audience, text features, facts, main idea, details, heading, subheading, revise, edit, publish

Assessment/ Report Card Standards:

- Compose text with an introduction, facts and closure (informational text)- cold write
- Composes text using appropriate word choice (informational text)- cold write
- Conventions- cold write

<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit 6 Nonfiction Reading ● The Continuum of Literacy Learning 	<p>Resources:</p> <ul style="list-style-type: none"> ● Units of Study ● Curricular Calendar- Unit 7 Using Nonfiction Texts as Mentors to Support Nonfiction Writing ● 2nd grade writers

<p>Word Work:</p> <ul style="list-style-type: none"> ● Long vowel spelling patterns ● Recognizing consonants with two sounds (c and g) ● Prefixes and suffixes ● High frequency words <p>Resources:</p> <ul style="list-style-type: none"> ● Words Their Way: Teacher Manual Chapter 6 & 7 ● The Continuum of Literacy Learning 	<p>Word Work Assessment/ Report Card Standards::</p> <ul style="list-style-type: none"> ● Spelling inventory ● Informal spelling assessments ● Analysis of cold write
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Reader's Workshop Big Ideas:

- Infer a character's role and analyze how it impacts the story's bigger meaning
- Compare and contrast two or more versions of the same story
- Determine the author's purpose (moral/lesson of the story)

Interactive Read Aloud:

- Make inferences to connect to and comprehend a text
- Question a character's feelings and motives and find examples to support their ideas
- Use details from illustrations to contribute to text interpretation
- Use background knowledge and experiences to draw conclusions and form interpretations of the text

Shared Reading:

- Use multiple sources of information to monitor reading accuracy, pronunciation, and understanding of words
- Change their reading voice to reflect the character's feelings and motives

Fiction:

- Identify different character types good and evil (villain, hero, magical)
- Discuss similarities and differences in fairy tales, folk tales and fables
- Recognize similar character roles and themes in old tales and modern stories
- Reflect on the author's purpose or moral of the story
- Reread stories to deepen text to text connections

Nonfiction:

- Compare and contrast, main idea and details, vocabulary

Thinking Strategy:

- Inferring

Comprehension Strategy:

- Compare and contrast, author's purpose, main idea and details, characters, making connections

Writer's Workshop Big Ideas:**The student will:**

- Review small moments
- Add details to enhance the main ideas, as well as include feelings and reactions to events
- Build up to the big moment in their story and create powerful endings
- Understand how all parts of the story fit together
- Reread, revise, edit and publish their work for readers
- April (optional): Write, revise and publish poems

Grammar:

- Write complete sentences
- Use subject and verb agreement in simple sentences
- Use capitals for the beginning of sentences and proper nouns
- Use appropriate punctuation for endings
- Use a range of complete sentences (declarative, interrogative, exclamatory)
- Use nouns and pronouns that are in agreement
- Write in past, present and future tense
- Use capitals for a heading or emphasis
- Use commas in greeting and closing of letters
- Use apostrophes to form contractions and possessives
- Use prepositional phrases, adjectives and adverbs correctly

<p>Common Language: character types, character roles and themes, moral, point of view, character dialogue, fairy tale, folk tale, fables, inferences, schema</p>	<p>Common Language: many moments, problem/solution, conflict/resolution, leads, ending, sensory details, connector words, show not tell, revise, edit, publish Poetry: poet's eyes, voice, line breaks, rhythm, rhyme, repetition, stanza, sensory details, alliteration, metaphor</p>
<p>Assessment/ Report Card Standards:</p> <ul style="list-style-type: none"> ● Teachers College Benchmark/Informal Running Record ● Level L/M in March and April ● High Frequency Words ● AimsWeb 	<p>Assessment/ Report Card Standards:</p> <ul style="list-style-type: none"> ● Compose text with an introduction, sequenced events and closure (narrative)- cold write ● Composes text using appropriate word choice (narrative)- cold write ● Conventions- cold write
<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit 7 Reading and Role Playing ● The Continuum of Literacy Learning 	<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit 6 Writing Gripping Stories with Meaning and Significance ● The Continuum of Literacy Learning ● Units of Study: Book 2 Small Moments ● Units of Study: Book 5 Authors as Mentors ● 2nd Grade Writers ● April (Optional): <ul style="list-style-type: none"> ○ Units of Study: Book 8 Poetry: Powerful Thoughts in Tiny Packages ○ Curricular Calendar- Unit 10 Poetry: Powerful Thoughts in Tiny Packages
<p>Word Work:</p> <ul style="list-style-type: none"> ● Long vowel spelling patterns ● Recognizing consonants with two sounds (c and g) ● Prefixes and suffixes ● High frequency words <p>Resources:</p> <ul style="list-style-type: none"> ● Words Their Way: Teacher Manual Chapter 6 & 7 ● The Continuum of Literacy Learning 	<p>Word Work Assessment/ Report Card Standards::</p> <ul style="list-style-type: none"> ● Spelling inventory ● Informal spelling assessments ● Analysis of cold write

<p>Reader’s Workshop Big Ideas:</p> <ul style="list-style-type: none"> ● Build knowledge on a topic by reading deeply ● Compare and contrast different texts on the same topic ● Learn by asking questions <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Synthesize during and after reading a text to understand the text more clearly ● Monitor overall meaning, important concepts, and themes ● Retell what you have read as a way of synthesizing ● Extend synthesis of the literal meaning of a text to the inferential level ● Synthesize information across texts <p>Shared Reading:</p> <ul style="list-style-type: none"> ● Review and reteach accuracy, fluency, and comprehension skills in whole and small groups (based on your student’s needs) <p>Fiction:</p> <ul style="list-style-type: none"> ● Main idea and details, retell, summarize, author’s purpose, characters, sensory details, vocabulary <p>Nonfiction:</p> <ul style="list-style-type: none"> ● Text features, vocabulary, main idea and details, fact and opinion, research <p>Thinking Strategy:</p> <ul style="list-style-type: none"> ● Synthesizing <p>Comprehension Strategy:</p> <ul style="list-style-type: none"> ● compare and contrast, main idea and details, author’s purpose 	<p>Writer’s Workshop Big Ideas:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Record information while observing and studying topics ● Plan for informational books ● Include an introduction and conclusion ● Reread, revise, edit and publish their works for readers <p>Grammar:</p> <ul style="list-style-type: none"> ● Write complete sentences ● Use subject and verb agreement in simple sentences ● Use capitals for the beginning of sentences and proper nouns ● Use appropriate punctuation for endings ● Use a range of complete sentences (declarative, interrogative, exclamatory) ● Use nouns and pronouns that are in agreement ● Write in past, present and future tense ● Use capitals for a heading or emphasis ● Use commas in greeting and closing of letters ● Use apostrophes to form contractions and possessives ● Use prepositional phrases, adjectives and adverbs correctly
<p>Common Language:</p> <ul style="list-style-type: none"> ● Fact and opinion, contradictions, synthesize, scientific method, hypothesis, research, experiment, prove/disprove, theory 	<p>Common Language:</p> <ul style="list-style-type: none"> ● Fact and opinion, contradictions, synthesize, scientific method, hypothesis, research, experiment, prove/disprove, theory, diagrams, introduction, conclusion, edit, revise, publish
<p>Assessment/ Report Card Standards:</p> <ul style="list-style-type: none"> ● Teachers College Benchmark/Informal Running Record 	<p>Assessment/ Report Card Standards:</p> <ul style="list-style-type: none"> ● Compose text with an introduction, sequenced events and

<ul style="list-style-type: none"> ● Level M in May ● High Frequency Words ● AimsWeb 	<p>closure (informational, narrative, and opinion text)- cold write</p> <ul style="list-style-type: none"> ● Composes text using appropriate word choice (informational, narrative, and opinion text)- cold write ● Conventions- cold write
<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit 8 Readers Can Read about Science Topics to Become Experts ● The Continuum of Literacy Learning 	<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar-Unit 9: Informational Writing about Science ● Continuum of Literacy Learning ● Units of Study: Book 6 Nonfiction: Procedures and Reports ● 2nd Grade Writers
<p>Word Work:</p> <ul style="list-style-type: none"> ● Contractions ● Inflectional endings for plural and past tense ● Homophones ● Prefixes and suffixes ● High frequency words <p>Resources:</p> <ul style="list-style-type: none"> ● Words Their Way: Teacher Manual Chapter 7 ● The Continuum of Literacy Learning 	<p>Word Work Assessment/ Report Card Standards::</p> <ul style="list-style-type: none"> ● Spelling inventory ● Informal spelling assessments ● Analysis of cold write

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READERS WORKSHOP	Grade: 2	Unit of Study: Taking Charge of Reading	Timeline: August/September
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Big Idea: Readers build stamina by choosing just right books and keeping a reading log

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Learn to select appropriate texts for their independent reading level ● Build reading stamina by reading to themselves the entire time during independent reading ● Learn to record their independent reading by using a reading log 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children to choose books that are just right for their independent reading level by using their interest, purpose, fluency, accuracy and understanding of the text. ● Teach children the difference between an easy, just right and challenging book. ● Teach children the different ways to read a book (read the pictures, read the words, retell the story) ● Teach children what independent reading time looks like, sounds like and feels like. ● Teach children how to use bookmarks to keep our places, so we know where to resume reading a book where we left off. ● Teach children to set goals including that we want to push ourselves more. ● Teach children to record their daily independent reading on a reading log. ● Teach children how to take care of books while they are shopping and reading. ● For ELL students-Language learners will benefit from a chart with pictures illustrating activities like using bookmarks, recording independent reading, and taking care of books. Point to the picture when giving this instruction for the first month. Use the same phrase like “record your reading” when asking students to follow that instruction while pointing to the picture. Avoid using synonyms until the routine is well established.
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Speaking/Listening Objectives:

- Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussion.
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

Assessment for Learning:

- Conferring notes
- Review book selection
- Stamina graph
- Reading logs

Re-teaching:

- Practice routines in small groups
- Model reading expectations
- Refer back to charts
- Work with individual students
- Use analogies to explain just right books (too hot, too cold, just right)

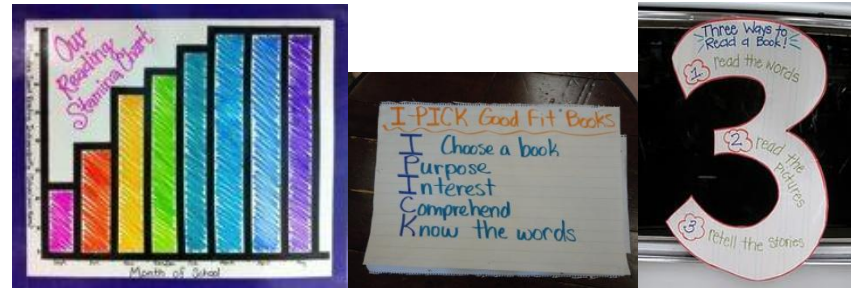
Enrichment:

- Begin logging books and minutes read
- Turn and Talk with partner to discuss why they chose the book

Resources:

- Curricular Calendar- Unit 1 Taking Charge of Reading
- The Continuum of Literacy Learning

Teacher Notes:



- Prepare book baskets/boxes/bags for individual students.
- Prepare classroom library for shopping.
- Create anchor charts as a whole group during mini lessons.

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2, 3, 6	2.3, 2.4, 4.1, 4.5, 4.6	R1D.2 LS1B.2	RL.2.10 SL.2.1.a-c

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READERS WORKSHOP	Grade: 2	Unit of Study: Taking Charge of Reading	Timeline: August/September
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Big Idea: Readers establish a purpose for reading and learn to stay focused while reading

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use thinking strategies before, during and after reading ● Reread books so we can read them more smoothly, quickly and with more understanding ● Go back and reread when something does not make sense 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children to preview a text before reading. Model how readers make predictions, ask questions, and think about how the book may go before reading. ● Teach children that readers think about the story while reading. Model how readers pay attention to how each part of the story fits together. ● Teach children that readers react while they are reading. Model how readers react to text by asking questions or responding to events while they read. ● Teach children that after we finish reading a book, we reread them over and over again so we can read them more smoothly, quickly, and with more understanding. ● Teach children that readers pay attention to parts when they do not make sense. Good readers go back and reread when they do not understand the story or a section.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Follow agreed-upon rules for discussion. ● Build on others' talk in conversations by linking their comments to the remarks of others. ● Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Stop and jot ● Graphic organizers
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Re-teaching:

- Practice routines in small groups
- Model reading expectations
- Refer back to charts
- Work with individual students

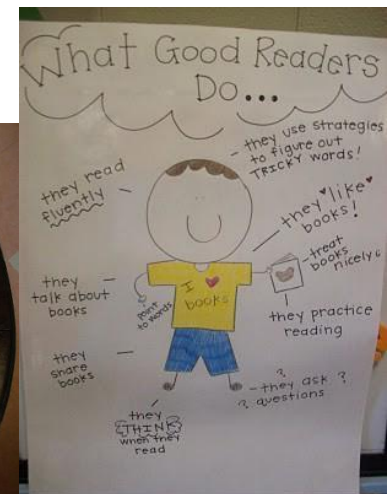
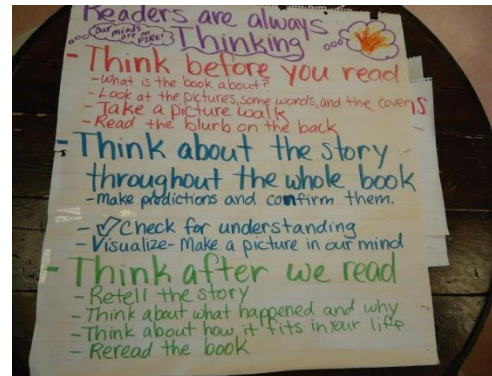
Enrichment:

- Introduce how to pay attention to not only what is happening in the book, but also to how the characters feel and why.

Resources:

- Curricular Calendar- Unit 1 Taking Charge of Reading
- The Continuum of Literacy Learning

Teacher Notes:



- Create anchor charts as a whole group during mini lessons.
- Continue to practice Reader's Workshop routines (choosing just right books and building stamina)

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2, 3, 6	2.3, 2.4, 4.1, 4.5, 4.6	R1D.2 R1H.2.a, c R2C.2.a-d LS1B.2	RL.2.10 RL.2.1 SL.2.1.a-c

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READERS WORKSHOP	Grade: 2	Unit of Study: Taking Charge of Reading	Timeline: August/September
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Big Idea: Readers share their thinking with others by talking with their partner

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Share their thinking through conversations with their partner● Support and encourage their partner as they share their thinking● Prepare and plan for their partner reading time● Listen and think while others share their thinking	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach children how to share their responses to a text with the group. Model how readers prepare to share their thinking with the group.● Teach children how to support and encourage a reader's thinking. Model how partners share their thinking and how they will support and encourage each others thoughts.● Teach children that partners prepare and plan for partner reading by collecting ideas while they read. Model how partners can talk about the text with each other.● Teach children what a good conversation between partners looks like, feels like and sounds like. Partners sit Elbow to Elbow, Knee to Knee (EEKK).● Teach children how to listen and respond to their partners thinking.● For ELL students-Beginning language learners may work best in triads which allow them the chance to participate in conversation by observation at first. They may choose to share their input through gestures or pointing. Intermediate students may need help preparing and practicing their responses for whole group before presenting their ideas to the group.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Follow agreed-upon rules for discussion.● Build on others' talk in conversations by linking their comments to the remarks of others.● Ask for clarification and further explanation as needed about the topics and texts under discussion.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring notes● Observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Practice routines in small groups ● Model reading expectations ● Refer back to charts ● Work with individual students 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Prepare for partner discussions by jotting down notes.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit 1 Taking Charge of Reading ● The Continuum of Literacy Learning 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Create anchor charts as a whole group during mini lessons. ● Continue to practice Reader’s Workshop routines (choosing just right books and building stamina)
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2, 3, 6	2.3, 2.4, 4.1, 4.5, 4.6	R1D.2 R1H.2.a, c R1E.2.a-c LS1B.2, L.2.6	RL.2.10 SL.2.1.a-c

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INTERACTIVE READ ALOUD	Grade: 2	Unit of Study: Taking Charge of Reading	Timeline: August/September
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Big Idea: Readers will learn monitoring (fix-up) strategies and the interactive read aloud routine

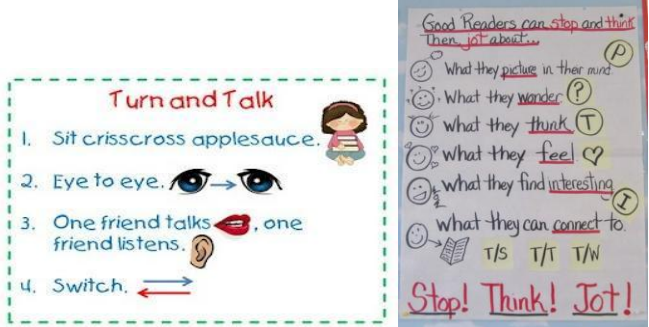
<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Learn the interactive read aloud routine <ul style="list-style-type: none"> ○ Turn and talk ○ Stop and jot ○ Whole class conversations ● Learn monitoring (fix-up) strategies: <ul style="list-style-type: none"> ○ Cross checking ○ Beginning and ending sounds ○ Back up and reread ○ Reread to make it smooth ○ Blend sounds together 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children how to come to the carpet for an interactive read aloud. Seat them next to reading partners. Explain listening and whole group speaking expectations. While reading aloud, stop and think about the text. Model how you can use a fix-up strategy to solve a problem a reader may encounter. Continue reading the text aloud, allowing students to try the strategy. Invite readers to try the new strategy during independent reading time. ● Teach children the importance of turning and talking to their reading partner. Talking helps readers think about their reading and think about their thinking. Practice sample turning and talking activities during read alouds. Model turning and talking about the book with a student while modeling deeper thinking. Have children practice turning and talking about the book with partners.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Follow agreed-upon rules for discussion. ● Build on others' talk in conversations by linking their comments to the remarks of others. ● Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Listen to partner conversations ● Stop and jot notes
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<ul style="list-style-type: none"> • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Strategy groups which focus on a specific comprehension, accuracy, fluency, or vocabulary strategy • Model turn and talk conversations with partners • Conferences with independent books • For ELL students-Beginning language learners will benefit from concrete examples of monitoring on the word level. Develop consistent questions like, "Do you understand this word?" Help the student to begin gathering new words. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Take an idea from a class discussion and write long and strong about it • Complete a KWL chart about a class book/discussion. Research your questions
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<p>Resources:</p> <ul style="list-style-type: none"> • Curricular Calendar- Unit 1 Taking Charge of Reading • The Continuum of Literacy Learning 	<p>Teacher Notes:</p>  <p>The 'Turn and Talk' notes are enclosed in a dashed green box and list four steps: 1. Sit crisscross applesauce. (with a girl icon), 2. Eye to eye. (with eye icons and an arrow), 3. One friend talks (with a mouth icon), one friend listens. (with an ear icon), 4. Switch. (with a double-headed arrow). The 'Stop! Think! Jot!' notes are on a separate sheet with a blue border and list prompts: 'What they picture in their mind' (with a P icon), 'What they wonder?' (with a question mark icon), 'What they think?' (with a T icon), 'What they feel?' (with a heart icon), 'What they find interesting?' (with an exclamation mark icon), and 'What they can connect to.' (with a T/S, T/T, T/W icon). The phrase 'Stop! Think! Jot!' is written in red at the bottom.</p>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	Research
X	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1, 2, 6	1.8, 2.2, 2.3, 3.3	R2C.2.a-d R3C.2.a-g RIE.2.a-c R1H.2.a-d RH1.2.c LS1B.2	RL.2.1 RI.2.1 RI.2.4 SL.2.1.a-c SL.2.3 SL.2.6

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SHARED READING	Grade: 2	Unit of Study: Taking Charge of Reading	Timeline: August/September
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Big Idea: Readers will learn accuracy, fluency, and comprehension strategies

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Track print left to right and top to bottom with only line indication from the teacher's pointer● Use high-frequency words to monitor accuracy of reading and gain momentum● Read aloud with fluency● Understand and discuss title, author, and illustrator● Fiction:<ul style="list-style-type: none">○ Preview a text by going on a picture walk○ Activate background knowledge● Nonfiction:<ul style="list-style-type: none">○ Preview a text by examining text features○ Identify text features○ Identify the main idea and details of subsections● Comprehension strategies:<ul style="list-style-type: none">○ Check for understanding○ Make and confirm predictions	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Model how readers must think about the story and realize what the author is trying to tell us or what we are learning from the book. Readers stop to check for understanding or to ask who and what questions.● Teach children that readers make predictions as they read and use the text to confirm. Readers follow these three steps:<ol style="list-style-type: none">1. Look at the details in the story2. Decide what you think will happen next based on the details and your background knowledge3. Look back and check to confirm or change your prediction● Readers preview a text before reading it by going on a picture walk. Readers gather information about a story before even reading the book! Good readers look at the cover, the picture inside the book, and the blurb on the back to activate background knowledge and predict how the story may go.● Teach children that good readers activate our prior knowledge before we begin reading. Ask students to think about experiences that might be similar to what the book cover is telling them. As you provide guided practice, ask student to turn and talk to their elbow partner about their thoughts. Demonstrate how readers use background knowledge to understand and connect to a text while reading the text.● Teach children that most nonfiction books have text features (titles, headings and subheadings, captions, glossaries, and indexes). Tuning into these features, while using your background knowledge, will help you understand the text. Use highlighter tape to point out various text features. Think aloud
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	<p>how readers use these features to understand the main idea and details of the text.</p> <ul style="list-style-type: none">● For ELL students- consider having a separate chart to list comprehension strategies and thinking strategies as they are introduced. Include a small illustration to go with the idea and possibly a short phrase but no other details. Have this chart posted in a place where you can refer to it as you begin talking about a strategy.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Follow agreed-upon rules for discussion.● Build on others' talk in conversations by linking their comments to the remarks of others.● Ask for clarification and further explanation as needed about the topics and texts under discussion.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Listen to partner conversations● Reading response journals/forms● Running records● TC Benchmarks
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Strategy groups which focus on a specific comprehension, accuracy, fluency, or vocabulary strategy● Conferences with independent books	<p>Enrichment:</p> <ul style="list-style-type: none">● Take an idea from a class discussion and write long and strong about it.● Complete a KWL chart about a class book/discussion. Research your questions.
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Resources: <ul style="list-style-type: none"> ● Curricular Calendar- Unit 1 Taking Charge of Reading ● The Continuum of Literacy Learning 	Teacher Notes: <ul style="list-style-type: none"> ● Shared reading is the gathering of the whole class to read a book, song, or poem in large print. Comprehension, accuracy, fluency, and vocabulary lessons are taught during this time. The text you choose should support the word work and spelling features you are currently working on.
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1, 2, 6	1.8, 2.2, 2.3, 3.3	R1H.2.a,c R2C.2.a R2A.2 R1D.2 R3C.2.a-g RIE.2.a-c R3A.2 ICTL3.B.2 LS1B.2 RH.1.2.c	RL.2.1 RL.2.7 RL.2.10 RI.2.1 RI.2.4 RI.2.5 SL.2.1.a-c SL.2.3 SL.2.6

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THINKING STRATEGY	Grade: 2	Unit of Study: Monitoring	Timeline: August/September
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Big Idea: Readers will monitor for meaning

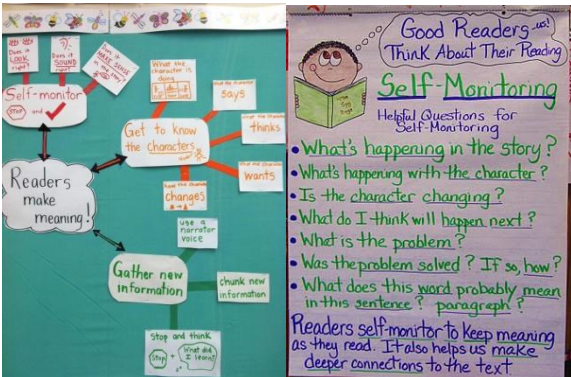
<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Listen to their inner voice while reading ● Know when the text they are reading makes sense and when it doesn't (monitor for understanding) ● Understand how a variety of strategies can help repair meaning ● Know when, why, and how to apply fix up strategies ● Learn monitoring (fix-up) strategies: <ul style="list-style-type: none"> ○ Cross checking ○ Beginning and ending sounds ○ Back up and reread ○ Reread to make it smooth ○ Blend sounds together 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children to learn to listen to the voice inside their heads as they read. This allows them to construct meaning. Model what you are thinking as you are reading aloud. Stop often to show/tell the children exactly what is going on inside your head. ● Teach children to know when the text they are reading makes sense and when it doesn't. Model reading aloud and not understanding the text. Show children by thinking aloud how to understand the text by using strategies to help repair meaning. ● Teach children that readers sometimes pause when we become confused in the text we're reading . We'll be reading along and then the text turns a corner and we're not quite sure what's going on . It's as if the film breaks in the movie we're making . When that happens, readers say, 'Huh?' and we continue reading, asking, 'What's going on?' Sometimes we need to go back and reread. ● Teach children that when they come across a tricky word they can use fix-up strategies to solve the unknown word. As you and the students read the text and you come across a tricky part, have the students think about what's happening in the text, search the picture, reread the sentence, and try something that would make sense, sound right, and look right.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Listen to partner conversations ● Stop and jot notes
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<p>adults in small and larger groups.</p> <ul style="list-style-type: none">● Follow agreed-upon rules for discussion.● Build on others' talk in conversations by linking their comments to the remarks of others.● Ask for clarification and further explanation as needed about the topics and texts under discussion.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none">● Running records● TC Benchmarks
<p>Re-teaching:</p> <ul style="list-style-type: none">● Strategy groups● Have a student read aloud in a one-on-one conference and ask questions to ensure meaning is happening. When meaning has broken down, work with student on repairing it by Re-teaching the fix up strategies.● For ELL students-Any visual support that can be provided to aid students when discussing meta-cognitive processes will be helpful (for instance, a picture of what is going on in the reader's head).	<p>Enrichment:</p> <ul style="list-style-type: none">● Take an idea from a class discussion and write long and strong about it
<p>Resources:</p> <ul style="list-style-type: none">● Mosaic of Thought● Strategies that Work● Curricular Calendar- Unit 1 Taking Charge of Reading● The Continuum of Literacy Learning	<p>Teacher Notes:</p>

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	 <ul style="list-style-type: none"> ● Interactive read alouds are opportunities to model monitoring strategies the reader uses when meaning breaks down. Students can share their thinking by turning and talking to their reading partner or stopping and jotting thoughts on a sticky note or white board. Readers are encouraged to practice the skill taught during independent reading time.
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 6	1.8, 2.2, 2.3, 3.3	R1F.2.d R1D.2 R1G.2.c	RF.2.4.a-c SL.2.1.a-c SL.2.3 SL.2.6

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Launching with Non-Fiction	Timeline: August/September
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Big Idea: Writers will establish Writer's Workshop routines


<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Understand the structure of Writer's Workshop ● Learn how to move around the classroom and get supplies ● Recognize the habits of writers so they can practice good writing habits <ul style="list-style-type: none"> ○ write for longer periods of time ○ review oral planning (plan across fingers, plan across pages) ○ learn to manage the work in their folders/notebooks ● Understand how to become independent writers ● Use time productively during Writer's Workshop 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children that writer's workshop will go the same way everyday. Model how to sit in the meeting area for the minilesson. Then they will go to their writing spot to begin independent writing time. ● Teach children how to move around the classroom. Model locations where children can work on their writing. ● Teach children how to get the supplies they need during writing time. Model when to get the supplies and how to get them. ● Teach children that we all work together to keep it quiet (not silent). ● Teach children what to do when they think they are done. Writers write the whole time. ● Teach children how to write long and strong. Model how to keep our mind thinking and the pencil writing. ● Teach children what to do when they are stuck. Model how to think about what they know how to do and push themselves solve their own problem. ● Teach children what to do we they are stuck on a word. Model how to stretch out the sounds or use their word wall to do the best they can and move on.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Cold write
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<ul style="list-style-type: none">adults in small and larger groups.● Follow agreed-upon rules for discussion.● Build on others' talk in conversations by linking their comments to the remarks of others.● Ask for clarification and further explanation as needed about the topics and texts under discussion.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none">● Writer's notebook● Observation
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Review routines and expectations● Review with small groups or individual children● Refer to anchor charts	<p>Enrichment:</p> <ul style="list-style-type: none">● Have children find the most important part of the story and make it the best part● Start a new story● Introduce watermelon and seed stories
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<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar- Unit 1 Launching with Non-Fiction● The Continuum of Literacy Learning● Units of Study: Launching the Writing Workshop● Units of Study: Unit 3 Nonfiction Stories● 2nd Grade Writers	<p>Teacher Notes:</p>  <ul style="list-style-type: none">● Create anchor charts as a whole group during mini lessons.● Continue to practice Writer's Workshop routines
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 5, 7	1.1, 1.2, 1.5, 1.7, 1.10, 2.1, 2.2, 2.3	W3A.2 W2A.2 W2B.2.a-b W2C.2.a W1A.2.a, c-d W3A.2.a ICTL5A.2	W.2.2 W.2.5 W.2.7 W.2.8 SL.2.1.a-c SL.2.3 SL.2.6

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Launching with Non-Fiction	Timeline: August/September
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Big Idea: Writers will plan out their writing and write for an audience

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Discuss and explore the kinds of things that can be made with writing ● Review oral planning ● Explore writing identity, including favorite topics and genres ● Recognize watermelon and seed stories ● Identify the purpose for their writing 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children to think about what they want to say in their writing. Model how to make a list of different topics they may want to write about. Keep a class list up for reference. ● Teach children to think about who they want to say it to. Model the thought process for the writer to determine who the audience is that is going to be reading their piece of writing. ● Teach children to think about what kind of piece they want to write (story, informational book, letter, etc.). Model how to organize these thoughts in different types of graphic organizers. ● Teach children how to plan out their writing before they start to help keep their writing clear and focused on the topic. Model how to sketch, tell or jot notes about what they want to write. ● Teach children how to organize their writing in their writer's folder/notebook. Model where to put pieces they are still working on, pieces they have stopped working on, pieces they have completed and pieces to be published. ● Teach children how to write seed stories instead of big watermelon stories. Model how to zoom in on the small moment and stretch out the details. ● Teach children the types of author's purpose and when you use each one. Model different types of writing that entertain, inform and persuade the reader.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Follow agreed-upon rules for discussion. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation ● Writer's notebooks ● Cold write
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- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- Re-teaching:**
- Review routines and expectations
 - Review with small groups or individual children
 - Refer to anchor charts
 - Review seed stories and watermelon stories

- Enrichment:**
- Compare and contrast seed stories and watermelon stories
 - Determine how to change a watermelon story into a seed story

- Resources:**
- Curricular Calendar- Unit 1 Launching with Non-Fiction
 - The Continuum of Literacy Learning
 - Units of Study: Launching the Writing Workshop
 - Units of Study: Unit 3 Nonfiction Stories
 - 2nd Grade Writers

Teacher Notes:

- Create anchor charts as a whole group during mini lessons.
- Continue to practice Writer's Workshop routines

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 5, 7	1.1, 1.2, 1.5, 1.7, 1.10, 2.1, 2.2, 2.3	W3A.2 W2A.2 W2B.2.a-b W2C.2.a W1A.2.a, c-d W3A.2.a ICTL5A.2	W.2.2 W.2.5 W.2.7 W.2.8 SL.2.1.a-c SL.2.3 SL.2.6

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Launching with Non-Fiction	Timeline: August/September
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Big Idea: Writers will establish and utilize writing partnerships

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Share their thinking through conversations with their partner● Support and encourage their partner as they share their writing● Prepare and plan for their partner sharing time● Give helpful feedback to their partner● Listen and think while others share their writing● Work with different partners	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach children how to share their writing with the group. Model how writers prepare to share their piece of writing with the group.● Teach children how to support and encourage a writer's piece of writing. Model how partners share their writing and how they will support and encourage each others work.● Teach children how to give specific compliments to their partners.● Teach children to listen to their partners suggestions and try them to see if the suggestion makes the writing better.● Teach children what a good conversation between partners looks like, feels like and sounds like. Partners sit Elbow to Elbow, Knee to Knee (EEKK).● Teach children how to listen and respond to their partners writing.● Teach children how partners can help each other become stronger writers. Model setting a goal with partners.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Follow agreed-upon rules for discussion.● Build on others' talk in conversations by linking their comments to the remarks of others.● Ask for clarification and further explanation as needed about the topics and texts under discussion.● Ask and answer questions about what a speaker says in order	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring notes● Observe partner conversations● Writer's notebooks● Record sheet for goal setting
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<p>to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <ul style="list-style-type: none">● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Practice routines in small groups● Model partner expectations● Refer back to charts● Class demonstration of partner sharing● For ELL students- Beginning language learners may benefit from observing a model pair working together. If a beginning student is unwilling to share, allow that student to participate by observation. As the months progress, require the student to share by pointing or another form of sharing nonverbally.	<p>Enrichment:</p> <ul style="list-style-type: none">● Plan out new ideas for partner discussion● Set additional writing goal● Keep track of writing goal progress
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<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar: Unit 1 Launching with Non-Fiction● The Continuum of Literacy Learning● Units of Study: Launching the Writing Workshop● Units of Study: Unit 3 Nonfiction Stories● 2nd Grade Writers: Chapter 1 Becoming a Community of Writers	<p>Teacher Notes:</p> <ul style="list-style-type: none">● Create anchor charts as a whole group during mini lessons.● Continue to practice Writer’s Workshop routines
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 5, 7	1.1, 1.2, 1.5, 1.7, 1.10, 2.1, 2.2, 2.3	W3A.2 W2A.2 W2B.2.a-b W2C.2.a W1A.2.a, c-d W3A.2.a ICTL5A.2	W.2.2 W.2.5 W.2.7 W.2.8 SL.2.1.a-c SL.2.3 SL.2.6

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Launching with Non-Fiction	Timeline: August/September
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Big Idea: Writers will write How-to and All About books

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Recognize a How-to book and an All About book as types of informational writing (non-fiction)● Understand procedural writing (How-to) as a list of directions for how to do something and a list of what is needed● Understand informational writing (All About) as a text that helps people learn something new and is interesting to read● Understand how to craft procedural and informational writing from mentor texts● Understand how text features and illustrations can help the reader understand information● Pre-write by planning out writing through partner demonstrations● Revise while writing by checking for clarity in words and pictures with your partner	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach children the difference between narrative and informational texts. Review types of informational (nonfiction) texts students have written in kindergarten and first grade.● Review the features and purpose of How-to and All About texts. Review the types of formats and paper available to compose a How-to and All About text.● Teach children that when we are trying to write books we want others to learn from, we can turn to books that we have learned from to notice what those writers did, and we can use their writing to make our writing better.● Teach children how to pick a How-to and All About topic through think alouds, topic generators, and demonstrations. Writers write about topics they know well and would like to share with others (ex. how to tie their shoes, how to make a peanut butter and jelly sandwich, all about penguins, etc.).● Model how to compose procedural writing by creating a list of materials, including illustrations, and adding directions using sentences and labels.● Model how to compose informational writing by including headings, subheadings, labels, diagrams, and a table of contents.● Teach children that as you revise your book you have to really think, 'What else do I need to include in my book to help teach others and to show that I really care about my topic?' One thing you can do is meet with your writing partner to actually teach the information. Then you will see how your partner responds. We need to be prepared to respond to questions that our partners might have around our topic.
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Speaking/Listening Objectives:

- Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussion.
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessment for Learning:

- Check for clarity of words, pictures, and text features in drafts
- Check for introduction, sequence of events, and closure in drafts
- Observe class and partner demonstrations of How-to topics
- Conferring notes

Re-teaching:

- Class demonstration (ex. how to make a pizza)
- Sing/perform directional songs
- Begin with a sequence of pictures and labels
- Interactive writing
- Small group instruction/Individual conferences

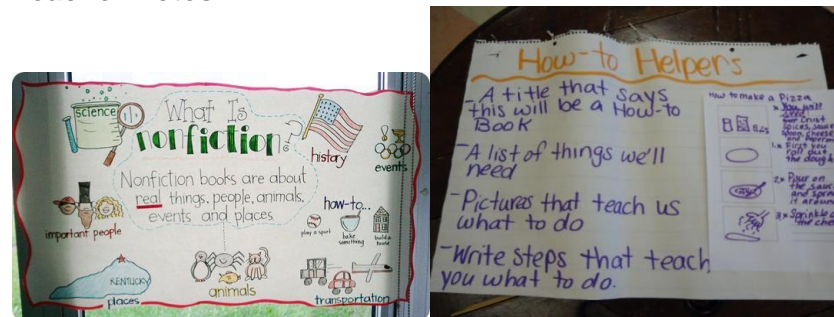
Enrichment:

- Compose a book of several related How-to topics (ex. recipe book, playground game book, etc.)
- Compose an All About book related to their How-to topic (ex. how to plant a pumpkin seed can be included in a book all about pumpkins)

Resources:

- Curricular Calendar- Unit 1 Launching with Non-Fiction
- The Continuum of Literacy Learning
- Units of Study: Launching the Writing Workshop
- Units of Study: Unit 3 Nonfiction Stories
- 2nd Grade Writers

Teacher Notes:



- Create anchor charts as a whole group during mini lessons.
- Continue to practice Writer's Workshop routines

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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 5, 7	1.1, 1.2, 1.5, 1.7, 1.10, 2.1, 2.2, 2.3	W3A.2 W2A.2 W2B.2.a-b W2C.2.a W1A.2.a, c-d W3A.2.a ICTL5A.2	W.2.2 W.2.5 W.2.7 W.2.8 SL.2.1.a-c SL.2.3 SL.2.6

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Launching with Non-Fiction	Timeline: August/September
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Big Idea: Writers will reread, revise, edit, and publish their work for readers

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Reread and revise drafts or rewrite a section to clarify meaning● Select an informational draft to publish● Expand information by adding details or examples● Delete words or sentences that do not make sense● Understand that other writers can be helpful in the revision process● Use reference tools to edit for spelling (ex. charts, word walls, books, spelling pattern lists)● Edit for end punctuation and capitalization● Understand publishing as the sharing of a piece of writing with an audience <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none">● Form upper- and lowercase letters efficiently and proportionately in manuscript print● Form lowercase letters efficiently and proportionately in cursive● Write their name in cursive	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach children that writers reread their piece when they are finished. We don't say, 'We're done!' We read our writing to decide what we can do to make it better. We add things, we take things away, and we change things until our writing piece is the very best it can be.● Teach children that not only can you revise using sticky notes, strips and flaps to add into your booklets, but also by trying a second draft! You might rewrite your entire book or chapter inside your book.● Teach children that other writers can help you revise your words. Your partner will be listening and asking questions like 'But I don't understand. What do you mean?' or 'Why is this important?' This will help you notice what other information to include.● Teach children to search for words that need to be fixed up and spelled better (snap words). You can use tools such as, the word wall, charts in the room, what you already know about vowel patterns and chunks, or you might even turn to books about your topic to help you spell words the best you can.● Teach children that when we edit our writing we will want to look at how we used punctuation to make sure that our thoughts and ideas are clear to the reader.● Create a simple publishing party which celebrates student successes. Pieces should NOT be revised and edited by the teacher! Put writers into small circles where each one has a turn to read aloud, with the listeners chiming in after each author reads. Gather the kids alongside the bulletin board where each writer leaves his or her work in the appropriate square, perhaps saying, as he or she does, "I'm proud of the way I . . ." Or, you could be the one to say what it is that you want to celebrate in each author's piece.
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	<p>Handwriting Skills:</p> <ul style="list-style-type: none">● Teacher will model Handwriting Objectives during Interactive Writing● Explicitly teach skills listed in Weeks 1-4 in Handwriting Without Tears Teaching Guide<ul style="list-style-type: none">○ Start your letters at the top○ Posture○ Grip○ Frog Jump Capitals○ Starting Corner Capitals○ Center Starting Capitals○ Capital Partners○ Lowercase t, a, d, g○ Numbers 1, 2, 3,
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Follow agreed-upon rules for discussion.● Build on others' talk in conversations by linking their comments to the remarks of others.● Ask for clarification and further explanation as needed about the topics and texts under discussion.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Check for understanding regarding the revision and editing process● Observe and note current strategies your students use to revise/edit● Observe when students choose to revise their piece (Do they only revise when directed or is the student making revisions throughout the writing process?)● Note students' independent comfort level when revising/editing (independent or dependent on partner or teacher?)● Conferring notes● Complete a cold informational piece after the unit. Compare the piece to earlier compositions.
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Use a purple marker for revising● Use a red marker for editing● Include word lists in writing folder● Interactive writing	<p>Enrichment:</p> <ul style="list-style-type: none">● Include an About the Author page and/or Dedication page● Include additional text features (Table of Contents, Index, Glossary, diagrams)
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|---|--|
| <ul style="list-style-type: none"> • Small group instruction/Conferences | |
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<p>Resources:</p> <ul style="list-style-type: none"> • Curricular Calendar- Unit 1 Launching with Non-Fiction • The Continuum of Literacy Learning • Units of Study: Launching the Writing Workshop • Units of Study: Unit 3 Nonfiction Stories • 2nd Grade Writers 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • <u>Revision</u>: The process of adding, deleting, and reorganizing the content of the piece to make the writing more focused and interesting • <u>Editing</u>: The process of proofreading conventions such as spelling, capitals, punctuation, and sentence structure • Create anchor charts as a whole group during mini lessons. • Continue to practice Writer’s Workshop routines
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1, 3, 4, 6	1.4, 1.5, 1.8, 2.1, 2.2, 2.3, 3.1, 3.3	W3A.2 W2A.2 W2B.2.a-b W2C.2.a W1A.2.a, c-d W3A.2.a ICTL5A.2 W2E.2.f	W.2.2 W.2.5 W.2.7 W.2.8 L.2.2.e SL.2.1.a-c SL.2.3 SL.2.6

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GRAMMAR	Grade: 2	Unit of Study: Launching with Non-Fiction	Timeline: August/September
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Big Idea: Writers write complete sentences in their writing

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use subject verb and agreement in simple sentences● Use capitals for the beginning of sentences and proper nouns● Use appropriate punctuation marks for endings	<p>Suggested Learning Activities:</p> <p>During Writer’s Workshop mini-lessons and Interactive Writing, the teacher will model and explicitly teach:</p> <ul style="list-style-type: none">● Subject and verb agreement in simple sentences (I can, we were, they are)<ul style="list-style-type: none">○ The basic rule states that a singular subject takes a singular verb, while a plural subject takes a plural verb.● Capitalize letter for the first word of a sentence● Capitalize days, months, cities, and states● Capitalize proper nouns (names and places)● End a sentence by using a period, exclamation point, or a question mark<ul style="list-style-type: none">○ A period ends a telling sentence○ An exclamation point ends an emotion sentence○ A question mark ends an asking sentence <p>Additional activities:</p> <ul style="list-style-type: none">● Write a sentence on a sentence strip and cut it apart, word by word. Distribute the words to volunteers. Ask students to stand with their words and arrange themselves at the front of the room to make a sentence.● Collect a list of nouns from objects and people around the room● “Fish for Verbs” by having students pull a verb from a fishbowl and then act it out. The class must guess the action word.● Have students fill in missing verbs in cloze sentences● Sort common and proper nouns using magazine pictures● Have students add ending marks to sentences● Discuss and chart examples of the difference between informal (slang, text messages) and formal english in speaking and writing
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Speaking/Listening Objectives:

- Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussion.
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessment for Learning:

- Assess current knowledge of students during observations throughout Writer's Workshop mini-lessons, interactive writing, independent drafts, and oral conversations
- Conferring notes

Re-teaching:

- Go on a capital letter hunt in books (cover with highlighter tape or make a list of words with capital letters)
- Cover-up ending marks and have students insert the correct mark showing where the sentence stops
- Using a story written independently, the student can place a red dot sticker where he thinks each sentence stops. The teacher re-teaches as needed, emphasizing how our voice shows where the sentence stops.
- Small group instruction/Individual conferences

Enrichment:

- Write sentences in various tenses (past, present, future). Students identify the subject and verb in each sentence.
- Use capital letters appropriately in headings and titles.
- Notice the use of punctuation marks, including ellipses and dashes, in various books.
- Use dashes or ellipses for emphasis or to slow down the text for readers.

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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit 1 Launching with Non-Fiction ● The Continuum of Literacy Learning ● Units of Study: Launching the Writing Workshop ● Units of Study: Unit 3 Nonfiction Stories ● 2nd Grade Writers 	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1, 4, 6, 7	1.5, 1.8, 1.10, 2.1, 2.2, 2.3	W2E.1.d W2E.2.b R1E.2.a-c	L.2.1.a-b L.2.2.a L.2.3 L.2.6 SL.2.1.a-c SL.2.3 SL.2.6

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WORD WORK/ PHONICS/ SPELLING	Grade: 2	Unit of Study: Launching the Unit	Timeline: August/September
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Big Idea: Students will utilize these skills in their daily work

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Recognize and use short and long vowels ● Use long vowel spelling patterns in daily work ● Use consonant blends in daily work ● Use high frequency words in daily work ● Be assessed Elementary Spelling Inventory to determine spelling level ● Be placed into appropriate spelling/word work groups based on individual needs ● Establish spelling notebook and folder organization and routines ● Practice and become familiar with sorting ● Work in word work groups and create sorts with partners ● Meet with teacher in word work groups to learn and understand word work sort 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children short and long vowels. Model how to identify and distinguish short and long vowels. ● Teach children long vowel spelling patterns (ai, ay, ee, ea, oa, ow). Model how to use long vowel spelling patterns as you are writing. ● Teach children initial consonant blends (initial 2 and 3 letter blends). Model various activities to practice using initial consonant blends. ● Teach children high frequency words. Model how to identify unknown words. ● Teach children the routines of word work/spelling time. Once children have been assessed and placed into word work groups, establish group relationships and routines. Teach children proper manners when working in groups. ● Teach children how to begin completing sorts. Start with whole class sorting to ensure all students are understanding the concept. Create basic sorts that all students can complete such as picture sorts, concept sorts and animal sorts for example. Teach different types of sorts such as pattern, concept, blind, or even have students come up with sorts on their own. Have students practice sorting until they are comfortable with the concept. ● Teach children the routines of receiving weekly words and word patterns and practicing those words and sorts within groups. Model a sample group meeting with teacher and establish what students should do while teacher is working with a group. Conduct a practice round to kick-off word work groups.
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	<ul style="list-style-type: none">● Teach children how to create sorts based on word patterns and the importance of writing sorts into spelling notebooks.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Follow agreed-upon rules for discussion.● Build on others' talk in conversations by linking their comments to the remarks of others.● Ask for clarification and further explanation as needed about the topics and texts under discussion.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Observation● Daily written work● Conferring● Cold write● Spelling Inventory● High Frequency Word list
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Small group work● Individual work● Review sorting● Words Their Way games● Songs● Poems	<p>Enrichment:</p> <ul style="list-style-type: none">● Have students create games to practice various skills● Have students work as mentors
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<p>Resources:</p> <ul style="list-style-type: none">● Words Their Way: Teacher Manual Chapter 6 (short and long vowels pgs.188-189; long vowel patterns pgs. 189-199; consonant blends pgs. 157-159)● The Continuum of Literacy Learning: Phonics, Spelling and Word Study Grade 2● Rigby Phonics Charts<ul style="list-style-type: none">○ Short Vowels: Hill Spill; Ring the Bell○ Long Vowels: Rise and Shine; Sailor, Sail Away; Sleepy	<p>Teacher Notes:</p> <ul style="list-style-type: none">● Short and long vowels, long vowel patterns and consonant blends continue into the next month.● Each student will be assessed on the High Frequency Word List A-H. The goal is for each student to know all 200 words by the end of second grade.● Create "everybody" sorts ahead of time to practice sorting together.● Teach sorting whole class on the carpet and have students join
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<ul style="list-style-type: none"> ○ Cat; Time in a Garden; Joan's Boat ○ Initial Consonant Blends: Hill Spill; Ring the Bell ● Fountas and Pinnell High Frequency Words List 	<p>in, this helps them master this new skills.</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1,4	1.6, 1.8, 2.3, 3.4, 3.6, 4.1,	W2E.2e W2E.2f	RF.2.3.a-c L.2.2d L2.3 SL.2.1.a-c SL.2.3 SL.2.6

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READERS WORKSHOP	Grade: 2	Unit of Study: Tackling Trouble	Timeline: October
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Big Idea: Readers will use many strategies to solve unknown words

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use strategies to solve unknown words in text<ul style="list-style-type: none">○ Do the pictures match the words?○ Blend sounds together○ Use beginning and ending sounds○ Flip the sound○ Skip the word and come back○ Trade a word○ Read sight words in a snap○ Use known words to solve unknown words○ Chunk words into syllables● Check for meaning when solving unknown words<ul style="list-style-type: none">○ Self-correct when meaning breaks down○ Reread to confirm word solving● Self-correct by cross-checking using visual, structural, and meaning clues<ul style="list-style-type: none">○ Does it look right? Does it sound right? Does it make sense?	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Today I want to teach you that readers can break up a word to help us problem solve. We look at the first few letters of the word plus the vowel. Then we look at a letter or two after the vowel and try to use that running start in a word to help us figure it out.● Today I want to teach you that readers use words we know to help us read new words. If we see a word like 'shopping' we can ask ourselves, 'Do I know any words that can help me read this?' Then we can say, 'I know show, so I think the beginning will sound like /sh/ and I know hop, so that can help with the middle sound.'● Today I want to teach you that readers pay close attention to endings to make sure our reading doesn't just make sense but also looks right. We notice familiar endings like -ing, -ed, -s, and use them to help with our reading.● Today I want to remind you to use what we are learning during word wall work to help read the words in our books that pop up again and again. One way to do this is by reading the word wall before we start to read each day so that our brain is on alert for these words. This can make it easier to read these sight words quickly.● Readers can reread to make sure what we are reading is correct. We can reread thinking about how the words we just read sound and ask ourselves, 'Can I say it that way?' For example, when I'm reading, <i>Tom want into the store</i> I have to stop and ask myself, 'Can I say it that way?' No way! So I try something else: <i>Tom went into the store.</i> 'Can I say it that way?' Yes I can! When readers notice something is not right we don't just keep reading. We stop, we check it, and we try something else. One thing we can try is changing a word so that it sounds like how we, or people we hear in real life, would talk. Continue
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	<p>to give examples and have partners turn and talk about how the sentence should really sound.</p> <ul style="list-style-type: none">• Today I want to remind you that we can think about how the words might go on the page or what the words will say before we read. We ask ourselves, 'What's happening in the story? What will the words say?' before we read the words. The pictures can help too. We can look at the pictures carefully thinking about who is in the story and what is happening, to get us ready to read the words. When we do this, we can guess what a word will mean even when it looks tricky to read. We can substitute a word or group of words that makes sense in that place.• Mid-Workshop: stop and ask students to discuss which strategies they are using to solve unknown words. Have partners show examples of how they coached their partner or how they solved the word independently.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.• Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.• Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Listen to partner conversations• Stop and jot notes• Running records• TC Benchmarks• Conferring notes
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<p>Re-teaching:</p> <ul style="list-style-type: none">• Keep sight words on a word ring and read them quickly at the beginning and end of Reader's Workshop to help you get faster and faster as you practice.• Play word building games (CVC to CVCe, compound words, rhyming words, etc.)	<p>Enrichment:</p> <ul style="list-style-type: none">• Notice new and interesting words in text. Begin a word collection to encourage the use of these words in writing and speaking.• Search for information in nonfiction text features to develop a deeper understanding of new vocabulary.
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| <ul style="list-style-type: none"> ● For ELL students-Consider having the strategies listed in the room somewhere or on a bookmark. Provide a visual for each strategy. As a student reads aloud to you, point to the strategy you think would fit here. Model how to use the strategy in that situation. ● Have students fill in missing words in cloze sentences and then read them aloud. ● Cover up words in a book, only leaving the beginning letter. Have the student use sentence structure and meaning to guess the covered word. ● Reteach a specific strategy in strategy groups or conferences. | <ul style="list-style-type: none"> ● Discuss synonyms and antonyms of new words in text. |
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit 2 Tackling Trouble ● The Continuum of Literacy Learning 	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1	1.1, 1.5, 2.2, 3.3	R1D.2 R1E.2.a-c R1C.2 LS1B.2 RH1.2.c	RL.2.10 RI.2.4 RI.2.10 SL.2.1.a-c SL.2.3 SL.2.6

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READERS WORKSHOP	Grade: 2	Unit of Study: Tackling Trouble	Timeline: October
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Big Idea: Readers will read with increased fluency

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation ● Demonstrate awareness of the function of punctuation marks ● Use multiple sources of information (language structure, meaning, and quick word recall) to support fluency and phrasing ● Read silently at an appropriate rate 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Today I want to remind you that not every word is a trick word. When we see a ‘snap word’ we can read it in a snap. As readers read more and more books, for more and more minutes, we begin to build up a collection of words that we don’t need to work to figure out. Those words can just be read with ease and this frees our brain up to pay more attention to what a book means. ● “Readers, we have been working to get through the hard parts and make sure that our reading makes sense. Today I want to remind you that especially when everything looks right and makes sense, we still need to reread to make our reading sound smooth. So we read, fix, and read again—putting it all back together!” ● Today I want to teach you that even as we are working to figure out tricky words, we want to be sure to continue to build stamina and push ourselves to read more and more. We can look at our reading logs and set new goals for ourselves. Then we can set a goal for the amount of pages we’ll read during reading time. ● Sometimes readers have to pause to solve an unknown word. Today I want to teach you that readers can smooth out our reading and make it sound more like talking by going back to reread the phrase or sentence with the new word in it. ● Model how your voice changes when you reach the end of a sentence. Demonstrate how your voice goes up when you reach an ending mark. Have partners practice reading sentences to each other while focusing on their phrasing.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Listen to partner conversations ● Stop and jot notes
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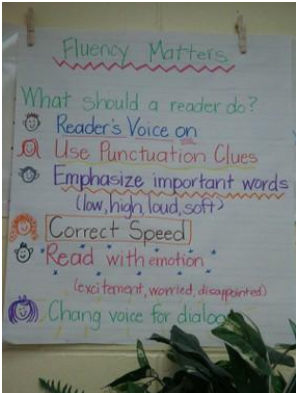

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<p>adults in small and larger groups.</p> <ul style="list-style-type: none">● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none">● Running records● TC Benchmarks
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Check to make sure students are reading Good Fit Books. If students are spending too much time figuring out many words, than their book is too hard.● Have students practice sight words by spelling them out using various cheers, voices, and actions.● Use a recording device to help students monitor their reading rate. Reflect on how the reader sounds and help them begin to hear their own reading voice. Reading phones is another option.● Have students read phrase cards with two-three word phrases, progressively getting longer as needed. Short poems also offer opportunities to practice appropriate rate and phrasing.● Strategy groups and individual conferences● For ELL students- Students may have trouble identifying fluent reading. Practice with several examples and have students give “thumbs up” when you model fluent reading and “thumbs down” when the reading is not fluent.	<p>Enrichment:</p> <ul style="list-style-type: none">● Form reader’s theater groups with scripts containing character dialogue or longer phrase groupings and complex sentences.● Demonstrate how a reader may slow down to solve a word or search for meaning and then resumes at a normal pace.● Demonstrate the different voices readers use when reading fiction and nonfiction texts.
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<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar- Unit 2 Tackling Trouble● The Continuum of Literacy Learning	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2	1.1	LS1B.2 R1F.2.d R1D.2 RiG.2.c	SL.2.1.a-c SL.2.3 SL.2.6 RF2.4 a-c

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READERS WORKSHOP	Grade: 2	Unit of Study: Tackling Trouble	Timeline: October
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Big Idea: Readers will check for understanding by orally retelling the story

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • While reading a text, stop frequently and check whether they understand what they are reading by asking “who” and “what” questions • Understand the problem of a story and its solution • Follow and remember a series of events over a longer text in order to understand the ending • Orally retell the main ideas of a text, including the character, setting, problem, and solution 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Teach children to stop and check for understanding while they read a book. Model how readers stop periodically and ask themselves who and what questions (ex. Who did you just read about? What just happened?). • Sometimes readers can lose track of what is happening in the story. To get our reading back on track, readers can go back and touch each page while retelling the important parts. Have students practice this skill by having them read a few pages from a picture book to their partner. Have the students retell the story out loud, while the partner checks for accuracy. • Teach children to retell the story across their fingers by using transition words such as first, next, then, last, and finally. Practice with partners. • Read a portion of a text and have students identify the rising problem in the story. Have the students predict a possible solution to the problem by drawing a picture, writing an ending, or acting out the resolution. Compare and contrast their ideas with the actual solution. • Have students record their thinking while reading a text. Students can jot notes about characters, the setting, the problem, and the solution to later discuss with their partner.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Produce complete sentences when appropriate to task and 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Listen to partner conversations • Stop and jot notes • Running records • TC Benchmarks • Conferring notes
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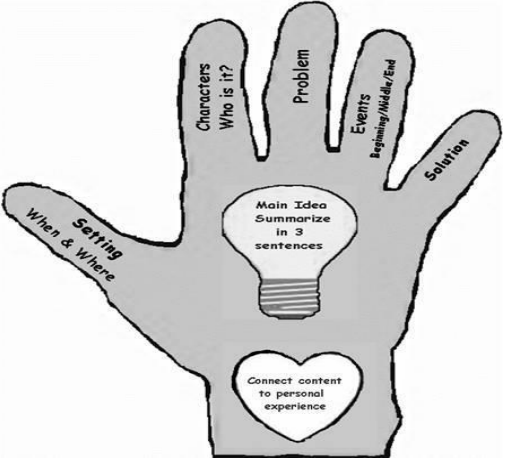
- situation in order to provide requested detail or clarification.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- Re-teaching:**
- Have the student retell sections of the story after reading a couple of pages.
 - Give the student cards with transitional words printed on them (first, next, then, finally). Have the student use the cards to help retell the story.
 - Strategy groups and individual conferences
 - **For ELL students-** If students are having difficulty orally retelling to a partner, consider having those students use sentence stems printed on a graphic organizer specific to narrative retells "In this story, there is _____ they are in _____ First _____ Next _____ Then _____"

- Enrichment:**
- Have the student retell the story by writing down the events in the story in paragraph form.
 - Have the student develop an alternate ending to the story.
 - Have the student retell the solution from their own point of view. Ask them, "How would you have solved the problem."

- Resources:**
- Curricular Calendar- Unit 2 Tackling Trouble
 - The Continuum of Literacy Learning

Teacher Notes:

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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1,5, 6,	1.1, 1.5, 2.1	R1H.2.a-d R2C.2.a-d R2A.2 R3C.2.a-g LS1B.2 RH1.2.c R1E.2.a-c	RL.2.1 RL.2.5 RL.2.7 RI.2.1 SL.2.1.a-c SL.2.2 SL.2.3 SL.2.6 L.2.6

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INTERACTIVE READ ALOUD	Grade: 2	Unit of Study: Tackling Trouble	Timeline: October
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Big Idea: The student will learn monitoring (fix up) strategies

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use strategies to solve unknown words <ul style="list-style-type: none"> ○ review and model previously taught strategies ● Develop vocabulary through text ● Adjust reading pace and rate ● Read sight words in a snap 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Continue to model “think aloud” strategies for solving unknown words. During small group work, determine which strategies most students are struggling with. Have students practice individual strategies by turning and talking to their partner. ● Teach students how to tune into interesting words while reading. Begin collecting interesting words on a class chart. Encourage children to use the new vocabulary words while speaking and writing. Students may also keep their own word collection in their reader’s workshop folder or notebook. ● Compare reading rate to shifting gears in a car. Explain that the low gears are slow and powerful, whereas higher gears are speedy but are the least powerful. Just like moving fast or slow in a car, our reading rate changes depending on the purpose for our reading. When reading, we use: <ul style="list-style-type: none"> ○ 1st Gear: slowest, most powerful gear, to memorize material ○ 2nd Gear: to learn material ○ 3rd Gear: for most of our reading ○ 4th Gear: quickest speed, for skimming and scanning ● Introduce five to ten sight words each week to the whole class and spend the rest of the week making connections to these words, anchoring them to text, and finding them in their own texts. Students can practice these words during word work time.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Ask and answer questions about what a speaker says in order 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Listen to partner conversations ● Stop and jot notes ● Running records ● TC Benchmarks
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<p>to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <ul style="list-style-type: none"> ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Develop strategy groups to reteach accuracy, fluency, and vocabulary strategies. Use familiar texts or books from their book boxes. ● Have students highlight sight words in their text to help them remember that they can read those words in a snap. ● Audio record students reading an independent level book. Playback the recording and discuss the student's rate and pace. Model the appropriate rate and pace for the student. Have the student mimic your reading rate. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Have students create a synonym and antonym list of the interesting words they have collected. ● Challenge students with different sight words if they have mastered the words the class is currently working on. ● Have students read poems and plays to practice longer phrases and the appropriate rate for more complex sentences.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit 2 Tackling Trouble ● The Continuum of Literacy Learning 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ●
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1	1.5, 2.2	R1E.2.a-c R1C.2 R1F.2.d R1D.2 R1G.2.c LS1B.2 RH1.2.c	RI.2.4 RF.2.3.a-f RF.2.4 a-c SL.2.1.a-c SL.2.3 SL.2.6 L.2.4.a-e

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SHARED READING	Grade: 2	Unit of Study: Tackling Trouble	Timeline: October
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Big Idea: Readers will learn accuracy, fluency, and comprehension strategies

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Read with high accuracy rate ● Read aloud with fluency ● Reflect meaning with their voice through pause, stress, and phrasing ● Recognize and use simple punctuation (reflecting it in their voice while reading) ● Recognize and identify the parts of a story: <ul style="list-style-type: none"> ○ Beginning ○ Middle ○ End ● Fiction text: <ul style="list-style-type: none"> ○ Main idea and details ○ Story elements ● Nonfiction text: <ul style="list-style-type: none"> ○ Main idea and details ○ Text features ● Comprehension strategies: <ul style="list-style-type: none"> ○ Check for understanding ○ Make and confirm predictions ○ Solve unknown words by using meaning 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Cover up a word that changes in a pattern book (ex. play ‘guess the covered word’) so that students have to use context clues to figure out what the word means (meaning), as well as the pattern (syntax). Then, instead of just uncovering the whole word, you might reveal it one part at a time, so that your students see just the initial sounds, the middle, then the ending sounds. This will help them cross-check their guesses. ● After a few days of reading different texts and having students search for meaning and syntax when they encounter tricky parts, integrate searching for meaning, syntax, and visual information. Now as you and students read the text and encounter a tricky part, have children think about what’s happening in the text, search the picture, reread the sentence, and try something that would make sense, sound right, and look right. ● Teach readers to identify common elements of a fiction story as they read, which includes plot, character, setting, and theme. Create a class story map. Guide students to evaluate the story elements by asking questions, such as: <ul style="list-style-type: none"> ○ “Does the character change during the story? Give examples.” ○ “What is the setting in the story? Is it stated or do you have to infer?” ○ “How is the mood described in the story based on the setting?” ○ “What is the problem of the story? Give text evidence to support this.” ○ “How has the problem been resolved? Support your thinking.”
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Listen to partner conversations • Reading response journals/forms • Running records • TC Benchmarks
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Strategy groups which focus on a specific comprehension, accuracy, fluency, or vocabulary strategy • Conferences with independent books • Students can complete a story map focusing on one story element. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Students can complete a complex story map. • Teach students how to summarize a text by including the author's theme.
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<p>Resources:</p> <ul style="list-style-type: none"> • Curricular Calendar- Unit 2 Tackling Trouble • The Continuum of Literacy Learning 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • The books, songs, and poems you choose should support your current word work instruction.
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice			Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback			Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1,2,3	1.1, 1.7, 1.8, 1.10	R1H.2.a-d R2C.2.a-d R3C.2.d R3A.2 ICTL3.B.2 LS1B.2	RL.2.1 RL.2.5 RI.2.2 RI.2.5 RI.2.6 RI.2.7 SL.2.1.a-c SL.2.2 SL.2.3 SL.2.6

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THINKING STRATEGY	Grade: 2	Unit of Study: Tackling Trouble	Timeline: October
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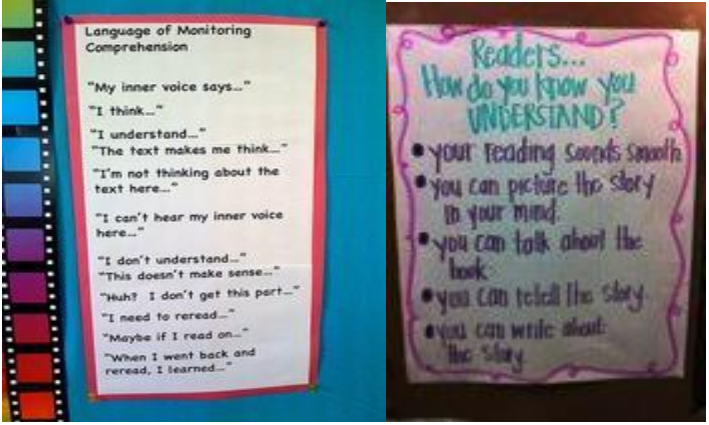
Big Idea: Readers will monitor for meaning

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Monitor the inner voice to focus thinking and “fix up” comprehension • Stop, think, and react to informational text • Listen to their inner voice and leave tracks of thinking 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Teach children how you notice yourself straying from an engaged read and what you do to get back on top of meaning. Construct an anchor chart with kids. Share a couple reasons why meaning breaks down. • Teach children how to Read, Write, and Talk about what they are reading. Model your own thinking, remembering to stop, think and react to information as you read. Ask children to:: write down something they learned that they think is important to remember, answer how talking to a partner helped them understand what they read, and answer any lingering questions that they still had. • Teach children how to listen to the voice in their head that says something like “huh, that doesn’t make sense” and when you read on how you might hear something like “Oh, now I get it.”
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • Follow agreed-upon rules for discussion. • Build on others’ talk in conversations by linking their comments to the remarks of others. • Ask for clarification and further explanations as needed about the topics and texts under discussion. • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Listen to partner conversations • Stop and jot notes • Running records • TC Benchmarks
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Strategy Groups ● Have a student read aloud in a one-on-one conference and ask questions to ensure meaning is happening. When meaning has broken, work with student on repairing it by Re-teaching the fix up strategies. ● For ELL students- Provide a visual for metacognitive processes whenever possible. Provide students with a chance to process thoughts orally with a partner whenever appropriate. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Have student teach a partner how they monitor their reading using the strategies taught.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Mosaic of Thoughts ● Strategies That Work 	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3	1.1, 1.7, 3.3	R1E2 a-c R1C.2 R1G.2 c	RI 2.1 RI 2.4 RF 2.4 a-c

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Authors As Mentors/Small Moments	Timeline: October
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Big Idea: Writers will write small moments

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Write small moments• Understand the difference between a seed story and a watermelon story	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Teach students how to write a small moment: Writers think of something that happened to them. They picture it in their mind. They sketch it on the paper. They write the words to match their sketch.• Create a list of ideas to write about. Model how to choose an idea to write about. Model how to zoom in on the small moment they want to write about. Model how to play the moment like a movie in their mind.• Teach students a seed story and a watermelon story. Demonstrate each story for the students. (ex. spending the day at Six Flags vs. riding the Batman)• Demonstrate through various examples. Have students rate various stories as seed or watermelon stories.• Teach students to sketch out their story first. Model writing words that match what they have sketched.• Teach students how to talk with a partner about their writing. Model turn and talk. Model how writers talk with their partner about their thinking and plan out their writing.• Teach students to sketch the picture rather than drawing a picture. We make a quick sketch of the most important parts.• Use mentor text to help establish what a small moment sounds like.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.• Follow agreed-upon rules for discussion.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Conferring notes• Observe partner conversations• Writer's notebooks• Record sheet for goal setting
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- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- Re-teaching:**
- Small groups
 - One-on-one with students
 - Review seed and watermelon stories

- Enrichment:**
- Student should practice stretching the story across the pages.

- Resources:**
- Curricular Calendar- Unit 2 Authors as Mentors
 - The Continuum of Literacy Learning
 - Units of Study: Book 5 Authors as Mentors
 - Units of Study: Book 2 Small Moments
 - 2nd Grade Writers

Teacher Notes:



Small Moments	
Big topic	One day there was snow on the ground.
Smaller topic	I went outside to play in the snow.
Small moment	I went sledding while I played in the snow.

Small Moments (Narratives)

- True stories
- Happen over a short time
- Shared with friends + family
- Include emotions (angry, surprised, happy)
- Have details that show feelings
- Have dialogue

- Use mentor text such as Ezra Jack Keats, Donald Crews, or Angela Johnson.
- Create posters as a whole group.

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 4	1.5, 2.1, 2.2	W 2 B. 2 a-b	W 2.3 W 2.5

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Authors As Mentors/ Small Moments	Timeline: October
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Big Idea: Writer's will stretch the story across multiple pages and add details

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Stretch the story across multiple pages ● Add details to their writing 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students to write like grown ups do by stretching their story across multiple pages. Model how to stretch a story out during mini-lesson or interactive writing. Use published authors and mentor text as examples of stretching a story across multiple pages. ● Teach students how to choose the right kind of paper for this type of writing. Model how to use booklets of paper for writing a small moment and stretching it across multiple pages. ● Teach students to prepare for their writing by telling their partner what they are going to write on each page. Model the conversation writing partners have when planning out their writing. ● Teach students how to stretch their words out, as well as their stories. Model how to stretch out unknown words during mini-lessons and interactive writing.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Follow agreed-upon rules for discussion. ● Build on others' talk in conversations by linking their comments to the remarks of others. ● Ask for clarification and further explanation as needed about the topics and texts under discussion. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observe partner conversations ● Writer's notebooks ● Record sheet for goal setting
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<p>deepen understanding of a topic or issue.</p> <ul style="list-style-type: none"> ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Small groups ● One-on-one with students ● Review planning out the details across multiple pages ● Review adding details to stretch out the story ● For ELL students- Expanding writing can be difficult for ELL students with limited vocabularies. Oral practice of the story can be helpful for some students. Have the student tell the story across the pages one time on their own. The second time through, ask questions to help students include other oral details not included the first time. If students are struggling with a particular sentence. Frame the sentence for the student and have the student repeat that sentence back. If possible, have the student write that sentence immediately onto a sticky and stick it onto the page to be included in the story when the student is writing. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Have students demonstrate how to stretch out words. ● Have students demonstrate how partners work together to plan their writing.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit 2 Authors as Mentors ● The Continuum of Literacy Learning ● Units of Study: Book 5 Authors as Mentors ● Units of Study: Book 2 Small Moments ● 2nd Grade Writers 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Have booklets stapled together in 3 and 5 pages in order to be prepared for students.
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 4	1.8, 2.1	W1A2 a-e	W 2.3 W 2.5

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Authors As Mentors/Small Moments	Timeline: October
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Big Idea: Writer's will reread, revise, edit and publish their work for readers

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Reread and revise drafts or rewrite a section to clarify meaning● Expand information by adding details or examples● Delete words or sentences that do not make sense● Understand that other writers can be helpful in the revision process● Use reference tools to edit for spelling (ex. charts, word walls, books, spelling pattern lists)● Edit for end punctuation and capitalization● Understand publishing as the sharing of a piece of writing with an audience <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none">● Form upper- and lowercase letters efficiently and proportionately in manuscript print● Form lowercase letters efficiently and proportionately in cursive● Write their name in cursive	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach children that writers reread their piece when they are finished. We don't say, 'We're done!' We read our writing to decide what we can do to make it better. We add things, we take things away, and we change things until our writing piece is the very best it can be.● Teach children that not only can you revise using sticky notes, strips and flaps to add into your booklets, but also by trying a second draft! You might rewrite your entire book or chapter inside your book.● Teach children that other writers can help you revise your words. Your partner will be listening and asking questions like 'But I don't understand. What do you mean?' or 'Why is this important?' This will help you notice what other information to include.● Teach children to search for words that need to be fixed up and spelled better (snap words). You can use tools such as, the word wall, charts in the room, what you already know about vowel patterns and chunks, or you might even turn to books about your topic to help you spell words the best you can.● Teach children that when we edit our writing we will want to look at how we used punctuation to make sure that our thoughts and ideas are clear to the reader.● Create a simple publishing party which celebrates student successes. Pieces should NOT be revised and edited by the teacher! Put writers into small circles where each one has a turn to read aloud, with the listeners chiming in after each author reads. Gather the kids alongside the bulletin board where each writer leaves his or her work in the appropriate square, perhaps saying, as he or she does, "I'm proud of the way I . . ." Or, you could be the one to say what it is that you want to celebrate in
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	<p>each author's piece.</p> <p>Handwriting Skills:</p> <ul style="list-style-type: none">● Teacher will model Handwriting Objectives during Interactive Writing● Explicitly teach skills listed in Weeks 5-8 in Handwriting Without Tears Teaching Guide<ul style="list-style-type: none">○ Lowercase u, i, e, l, k, y, j, n, m, p, r,○ Numbers 4, 5, 6, 7
<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Follow agreed-upon rules for discussion.● Build on others' talk in conversations by linking their comments to the remarks of others.● Ask for clarification and further explanation as needed about the topics and texts under discussion.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Check for understanding regarding the revision and editing process● Observe and note current strategies your students use to revise/edit● Observe when students choose to revise their piece (Do they only revise when directed or is the student making revisions throughout the writing process?)● Note students' independent comfort level when revising/editing (independent or dependent on partner or teacher?)● Conferring notes● Complete a cold informational piece after the unit. Compare the piece to earlier compositions.
<p>Re-teaching:</p> <ul style="list-style-type: none">● Use a purple marker for revising● Use a red marker for editing● Include word lists in writing folder● Interactive writing● Small group instruction/Conferences	<p>Enrichment:</p> <ul style="list-style-type: none">● Include an About the Author page and/or Dedication page● Include additional text features (Table of Contents, Index, Glossary, diagrams)
<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar- Unit 2 Authors as Mentors● The Continuum of Literacy Learning● Units of Study: Book 5 Authors as Mentors	<p>Teacher Notes:</p> <ul style="list-style-type: none">● <u>Revision</u>: The process of adding, deleting, and rearranging the content of the piece to make the writing more focused and interesting

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<ul style="list-style-type: none"> • Units of Study: Book 2 Small Moments • 2nd Grade Writers 	<ul style="list-style-type: none"> • <u>Editing</u>: The process of proofreading conventions such as spelling, capitals, punctuation, and sentence structure • Create anchor charts as a whole group during mini lessons.
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4, 6, 7	1.5, 1.8, 1.10, 2.1, 2.2, 2.3	W2E.1.d, W2E.2.b, R1E.2.a-c	L.2.1.a-b, L.2.2.a, L.2.3, L.2.6, SL.2.1.a-c, SL.2.3, SL.2.6

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GRAMMAR	Grade: 2	Unit of Study: Authors As Mentors/Small Moments	Timeline: October
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Big Idea: Writers use a range of complete sentences and include nouns and pronouns

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use a range of complete sentences: declarative, interrogative, exclamatory ● Use nouns and pronouns that are in agreement ● Use subject verb and agreement in simple sentences ● Use capitals for the beginning of sentences and proper nouns ● Use appropriate punctuation marks for endings 	<p>Suggested Learning Activities:</p> <p>During Writer’s Workshop mini-lessons and Interactive Writing, the teacher will model and explicitly teach:</p> <ul style="list-style-type: none"> ● Students the three types of sentences: declarative, interrogative and exclamatory. Model the differences in the three types of sentences. Model the changes in intonation between the three types of sentences. ● Students the differences in punctuation based on the type of sentence it is. (declarative=. ; interrogative= ? ; exclamatory= !) ● Students how to use nouns and pronouns in agreement within their writing. Model how to choose the correct nouns and pronouns. Model how to check their writing to see if the noun or pronoun make sense in the sentence. <p>Additional activities:</p> <ul style="list-style-type: none"> ● Sort sentences into the three types of sentences ● Create a list of example sentences for each of the three types of sentences ● Collect a list of nouns from objects and people around the room ● Sort common and proper nouns using magazine pictures
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Follow agreed-upon rules for discussion. ● Build on others’ talk in conversations by linking their comments to the remarks of others. ● Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation ● Writer’s notebooks ● Cold write
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<ul style="list-style-type: none">● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Go on a noun/pronoun hunt● Review nouns and pronouns● Small group instruction/Conferences● For ELL students who are having trouble producing different kinds of sentences, consider having a native speaking peer or more proficient speaker have a conversation with them. Write down the conversation. Show the different kinds of sentences that the students used. Using cue cards, have the students practice saying different kinds of sentences.● For ELL students who are struggling with noun and pronoun agreement, consider having students put a special symbol for number and gender above each noun and pronoun. For instance, of the word “Sheila” the student would draw a stick figure girl. Above the word “she” they would also draw this figure. Then the students can check to make sure that the symbols agree when referring to the same person or object.	<p>Enrichment:</p> <ul style="list-style-type: none">● Read sentences out loud to students and have them write the type of sentence on a white board.● Teach the three types of sentences to a partner.● Discuss the differences in the three types of sentences with a partner.
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<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar- Unit 2 Authors as Mentors● The Continuum of Literacy Learning● Units of Study: Book 5 Authors as Mentors● Units of Study: Book 2 Small Moments● 2nd Grade Writers	<p>Teacher Notes:</p> <ul style="list-style-type: none">● Use any opportunity throughout the day to include grammar into your teaching.
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1, 4, 6, 7	1.5, 1.8, 1.10, 2.1, 2.2, 2.3	W2E.1.d, W2E.2.b, R1E.2.a-c	L.2.1.a-b, L.2.2.a, L.2.3, L.2.6, SL.2.1.a-c, SL.2.3, SL.2.6

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WORD WORK/ PHONICS/ SPELLING	Grade: 2	Unit of Study: Authors as Mentors	Timeline: October
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Big Idea: Students will utilize these skills in their daily work

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Recognize and use short and long vowels ● Use long vowel spelling patterns in daily work ● Use consonant blends in daily work ● Use high frequency words in daily work ● Practice and become familiar with sorting ● Work in word work groups and create sorts with partners ● Meet with teacher in word work groups to learn and understand word work sort 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children short and long vowels. Model how to identify and distinguish between short and long vowels. ● Teach children long vowel spelling patterns (ai, ay, ee, ea, oa, ow). Model how to use long vowel spelling patterns as you are writing. ● Teach children final consonant blends (ft, ld, lt, nt, mp, nd, sk,st). Model various activities to practice using initial consonant blends. ● Teach children high frequency words. Model how to identify unknown words. Create flashcards for students to practice unknown words. Form strategy groups for students working on the same high frequency word list.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Follow agreed-upon rules for discussion. ● Build on others' talk in conversations by linking their comments to the remarks of others. ● Ask for clarification and further explanation as needed about the topics and texts under discussion. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Daily written work ● Conferring ● Cold write ● Spelling Inventory ● High Frequency Word list
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Re-teaching:

- Small group work
- Individual work
- Review sorting
- Words Their Way games
- Songs
- Poems
- Games

Enrichment:

- Have students create games to practice various skills
- Have students work as mentors

Resources:

- Words Their Way: Teacher Manual Chapter 6 (short and long vowels pgs.188-189; long vowel patterns pgs. 189-199; consonant blends pgs. 157-159)
- The Continuum of Literacy Learning: Phonics, Spelling and Word Study Grade 2
- Rigby Phonics Charts
 - **Short Vowels:** Hill Spill; Ring the Bell
 - **Long Vowels:** Rise and Shine; Sailor, Sail Away; Sleepy Cat; Time in a Garden; Joan's Boat
 - **Final Consonant Blends:** Sailor, Sail Away; Monkey, So Silly and Funny
- Fountas and Pinnell High Frequency Words List
- **For ELL students-** Some sounds that students do not correctly make when speaking will be hard for them to recognize and differentiate between in writing and reading. It may be best to skip having the student learn these while your student masters these sounds orally. Ask the ELL teacher for ways to work on these sounds.

Teacher Notes:

- Continue to work on word work routines.
- Continue to reassess sight words.

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1,4	1.6, 1.8, 2.3, 3.4, 3.6, 4.1,	W2E.2e, W2E.2f	RF.2.3.a-c, L.2.2d, L2.3, SL.2.1.a-c, SL.2.3, SL.2.6

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READERS WORKSHOP	Grade: 2	Unit of Study: Characters Face Bigger Challenges	Timeline: November
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Big Idea: Readers will retell the story to determine importance

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Make predictions while reading and confirm or change their prediction● Describe the setting● Describe the main characters (traits)● Determine the character's rising problem and the falling action (possible solutions and the resolution to the character's problem)● Identify and explain the author's purpose/moral of the story● Orally retell a text in sequential order by including details of who, what, where, when, why, and the how of a story● Discuss big ideas in the text with their reading partner	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Today I want to teach you that as we go forward in our reading of a book, we carry and build an understanding of who the characters are. In the beginning of our books we hold in our heads the information we learned from reading the blurb. As we read, we begin to add new information about the setting and characters' lives. We read on, expecting that soon, a problem will show up.● Today I want to teach you that while reading we make predictions about what will happen to a character. We often think about the problems that a character faces and ask, 'What would I do if I had this problem? How would I try to work it out or get what I want?'● Teach children to retell as they read, not just after finishing a book. One way to retell is to start with what the character wants and then to tell what the character did to try to achieve it. You can support children's ability to retell by having them mark the character's actions or decisions with a sticky note and jot a quick observation. Then they can reread their sticky notes and retell across them.● Today I want to teach you that readers don't only make predictions at the beginning of our books, we also confirm or revise predictions as we go along. If what happens in the story matches what we predicted would happen, we notice that and carry our prediction with us as we read on. If what happens in the story does not match what we predicted, then we need to revise our thinking.● Today I want to teach you how readers grow big ideas in our books. One way that readers do this is to use those feelings that
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	<p>we have been noticing in our books to help us think about the bigger ideas that the story is showing or teaching us. We can notice whenever a character is expressing a strong emotion—or changing how she feels—and then ask ourselves, ‘Is something big happening here?’ This will help us to find the important parts of our books, read more carefully in those parts, and talk about those parts with our reading partners. Talking about the important parts can help us talk about big ideas in our books.</p>
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Listen to partner conversations● Stop and jot notes● Running records● TC Benchmarks● Conferring notes● Reading response notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Strategy groups● Individual conferences● Allow students to use retelling prompt cards which include pictures to support story elements included in a retelling.● Have students walk a certain amount of steps to practice either giving more or less details while retelling.● For ELL students- Consider having struggling students use sentence frames for retelling or predicting.	<p>Enrichment:</p> <ul style="list-style-type: none">● Students can keep a response journal when reading longer texts such as chapter books. Students can write a short summary of each chapter.
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<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar- Unit 3 Characters Face Bigger Challenges● The Continuum of Literacy Learning	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 5, 6,	1.1, 2.2	R1H.2.a, c R2C.2.a-d R1D.2 LS1B.2 RHi.2.c R1H.2.b, d	RL.2.1 RL.2.3 RL.2.5 RL.2.10 SL.2.1a-c SL.2.2, SL.2.3

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READERS WORKSHOP	Grade: 2	Unit of Study: Characters Face Bigger Challenges	Timeline: November
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Big Idea: Readers will respond to character actions and major events

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Determine the characters' wants and problems● Track the characters' actions to resolve the problem● Name ideas about character traits and feelings while supporting those ideas with evidence from the text● Think critically about the text, by thinking of what the characters have learned as well as what the reader has learned about solving problems and tackling challenges● Have partner discussions regarding the characters' actions and feelings● Discuss how the characters' feelings and actions connect to their own experiences	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Today I want to teach you that readers don't just make guesses about a character, we refer to specific examples from the story to prove that the character is a certain way. We look for information about what kind of person a character is and then we read, looking for places in the text that show off that information. We don't just say, 'My character is nice.' We push ourselves to come up with more specific words to describe characters.● Today I want to teach you that readers get ready for conversations with our partners and look for many things to talk about. We can tell our partner that we like what our character is doing, or that we are shocked by our character. We say why we feel that way too.● Today I want to teach you that readers not only learn about characters, we learn from characters, too! As we come to the ends of our books, one way we do this is by asking ourselves, 'Did this character learn something that I could use to help me think about my life?'● Today I want to teach you that when partners are reading and talking with each other, we don't just talk about our thinking, we also listen carefully to each other and add on to or raise questions about what our partner says. Partners always want to know why characters do things. When we talk with our partners, we might ask them, 'Why would?' or 'Why did?' or 'Would you?' to push our partnership to have some new thinking about the characters' actions.● One thing readers expect is that characters might be different at the end of the story than they were at the beginning. Today I want to teach you that when we read, we want to catch the
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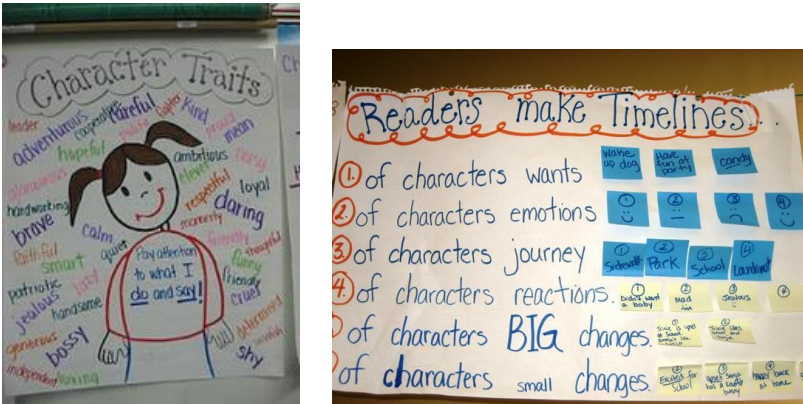
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	changes and think, 'Hmm, what's different now? What is changing and why?'
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Speaking/Listening Objectives: <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Assessment for Learning: <ul style="list-style-type: none">● Listen to partner conversations● Stop and jot notes● Running records● TC Benchmarks● Conferring notes● Reading response notebook
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Re-teaching: <ul style="list-style-type: none">● Strategy groups● Individual conferences● Have the students imagine these characters as students in their own classroom. Ask questions such as, "What would they be able to help us with here? What do the characters teach us about living in a community?"● For ELL students- Check to make sure that the students understand the character trait words that you are using. Directly teach unknown words. Provide students with a place to store new words learned. Allow students opportunities to use these these new words when referring to themselves or others.	Enrichment: <ul style="list-style-type: none">● While previewing a new text, have the students write predictions or questions they may have about the characters.● Have students make character comparisons across texts or within a book series.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit 3 Characters Face Bigger Challenges ● The Continuum of Literacy Learning 	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 5	1.1, 1.2, 1.5, 1.6, 2.3, 3.1, 4.1	R1H.2.a, c R2C.2.a-d R2C.6.e R2A.2 R1E.2.a-c LS1B.2 RH1.2.c R1H.2.b, d	RL.2.1 RL.2.3 RL.2.6 RL.2.7 L.2.6 SL.2.1.a-c SL.2.2 SL.2.3, SL.2.6

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READERS WORKSHOP	Grade: 2	Unit of Study: Characters Face Bigger Challenges	Timeline: November
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Big Idea: Readers will read character dialogue fluently

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Identify when a character is talking aloud● Identify dialogue between several characters● Speak in a different voice for each character when reading dialogue aloud● Read with increased intonation, expression, and accuracy	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Today I want to teach you that there is a special sign the author will use to show that someone is talking. Author's use quotation marks to show that a character is speaking aloud. Author's also use special words like, 'said, shouted, or yelled' to show how a character said his words. Give students a reading passage. Have the students highlight the quotation marks in one color and the special speaking words (said, shouted, yelled) in another color.● Teach children that in the books we will be reading, the author will not always say who is talking. Readers have to keep track of the characters by paying attention to what they are doing and who is talking aloud. Read a story aloud which has dialogue between two characters. Have the boys stand up when one character is talking. Have the girls stand up when the other character is talking. The students can role play the characters actions and words as well.● Everybody has a different sounding speaking voice. Imagine what the character's voice will sound like. When you are reading a story and your character speaks, your voice in your head should sound like the character. Assign a character to each member in a small group or partnership. Have the students choose a voice for their character. While reading the character's dialogue, have the student read it in the voice they imagine the character sounding like.● Our voices change depending on how we feel. How would the character's voice sound if they were excited, angry, scared, or upset? Today while you are reading your books with your partner, change your voice according to your character's mood.
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	<ul style="list-style-type: none">• While we read, our voice should sound like we are talking. If it is zooming fast like a car, slow down. If it is slow like a robot, speed up. Always go back and reread to make your voice sound smooth like you were talking.
<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.• Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.• Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Listen to partner conversations• Running records• TC Benchmarks• Conferring notes
<p>Re-teaching:</p> <ul style="list-style-type: none">• Strategy groups• Individual conferences• Reading phones• Audio recordings with modeling and Re-teaching• Reader's Theater• Give students picture cards that demonstrate a different reading voice. Have them choose a card which sounds like the voice they think their character is using or sounds like.	<p>Enrichment:</p> <ul style="list-style-type: none">• Reader's Theater
<p>Resources:</p> <ul style="list-style-type: none">• Curricular Calendar- Unit 3 Characters Face Bigger Challenges• The Continuum of Literacy Learning	<p>Teacher Notes:</p>

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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA , 1, 2, 3, 5	1.5	R2C.6.e R1F.2.d R1D.2 R1G.2.c LS1B.2 RH1.2.c	RL.2.6 RF.2.4.a-c SL.2.1.a-c SL.2.3 SL.2.6

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INTERACTIVE READ ALOUD	Grade: 2	Unit of Study: Characters Face Bigger Challenges	Timeline: November
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Big Idea: Readers will connect to a text by using their schema

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Activate background knowledge before, during, and after reading a text ● Make text to self connections <ul style="list-style-type: none"> ○ Use background knowledge to understand the characters and their problems ○ Support evidence beyond the text with specific evidence based on personal experiences or knowledge ○ Interpret illustrations and discuss how they make readers feel ● Make text to text connections <ul style="list-style-type: none"> ○ Make connections to other texts by topic, major ideas, author's styles, and genres ○ Discuss the characteristics of the work of some authors and illustrators ○ Notice similarities and differences among texts that are by the same author or on the same topic ● Make text to world connections <ul style="list-style-type: none"> ○ Develop new concepts and ideas from listening to and discussing texts ○ Relate important ideas in the text to each other and to ideas in other texts ● Self monitor understanding and ask questions while reading if meaning breaks down ● Share connections with a partner ● Use evidence from the text to support their thinking 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Model to students how to activate their background knowledge before reading a text. Demonstrate how reading the blurb on the back of the book, examining the cover, and/or taking a picture walk can get our mind thinking. Ask students to turn and talk to their partner about prior experiences that might be similar to what the book's cover or blurb is telling them. ● Model to students how to make connections to a text while reading the book. Teach children that while you are reading, readers often stop and think, 'What do I already know about this character or topic?' Have students trade books with their reading partner. Each partner reads a section of the book and shares their background knowledge. The partner then responds with their thinking. ● Teach children that readers ask questions to help us focus on our reading, to give us a purpose for reading, and to help us monitor for understanding while reading. Model this questioning process for several read alouds. Have students turn and talk to their partners to share their thinking during the read alouds. Have readers record questions on sticky notes while reading independently. Questions to model include: <ul style="list-style-type: none"> ○ What does this mean? ○ Is this important? ○ How do I think this story will end? ○ What will I learn while reading? ○ What did I learn? ○ Do I need to read this again? ● Teach children the meaning of comparing and contrasting. Use a Venn Diagram to compare and contrast two students in the class. Then pick two characters from a familiar story to compare and contrast. Students can also compare and contrast
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themselves to a familiar character.

Speaking/Listening Objectives:

- Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessment for Learning:

- Listen to partner conversations
- Stop and Jot Notes
- Reading response journals/forms
- Running records
- TC Benchmarks

Re-teaching:

- Strategy groups and individual conferences
- Graphic Organizers with picture clues
- Use KWL charts to coach students through the process of drawing on their background knowledge and text connections.
- If students are reading longer chapter books, have them stop and record their questions and predictions after each chapter.
- **For ELL students-** for students who are struggling with monitoring their reading and who are working at lower levels of text, consider having students write down words they expect to find in this kind of book. This is one way to help them activate their schema before they read.

Enrichment:

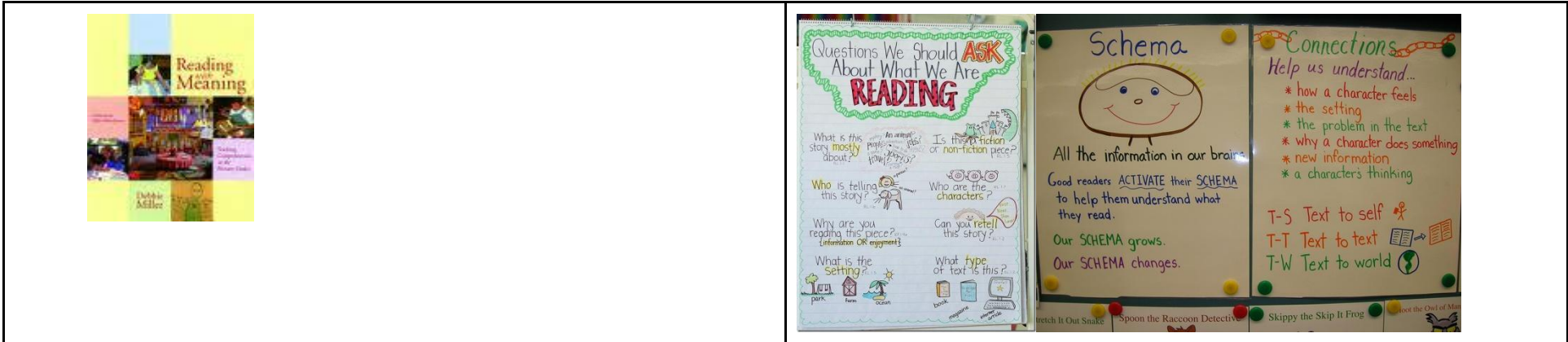
- Have students compare and contrast character traits over a series of books (Henry and Mudge, Cam Jansen, Ready Freddy).
- Have students take a topic in a fictional book and research a nonfiction topic which relates to the text.
- Have students write a narrative about a time they learned a similar lesson to the character in the book.

Resources:

- Curricular Calendar- Unit 3 Characters Face Bigger Challenges
- The Continuum of Literacy Learning
- Miller, Debbie. *Reading with Meaning*

Teacher Notes:

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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2,3 7	1.1, 1.2, 1.4, 1.5, 2.2, 2.3	R1I.2.a R3C.3.g LS1B.2 RH1.2.c R1H.2.b, d LS2A.2	RL.2.9 RI.2.3 RI.2.9 SL.2.1.a-c SL.2.2 SL.2.3 SL.2.4 SL.2.6

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SHARED READING	Grade: 2	Unit of Study: Characters Face Bigger Challenges	Timeline: November
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Big Idea: Readers will learn accuracy, fluency, and comprehension strategies

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Read aloud with fluency ● Read with a high accuracy rate ● Reflect meaning with the voice through stress, pause, and phrasing ● Show anticipation in the voice when reading ● Fiction text: <ul style="list-style-type: none"> ○ Character traits <ul style="list-style-type: none"> ■ Make predictions as to what will happen to the character next ■ Show interpretation of characters' intentions or feelings in the voice while reading ■ Notice characters that have memorable traits ● Nonfiction text: <ul style="list-style-type: none"> ○ Acquire understanding of new words through repeated reading ○ Main idea and details ○ Text features ● Comprehension strategies: <ul style="list-style-type: none"> ○ Solve and explain vocabulary words by using meaning, visual, and structural cues ○ Make predictions and confirm them 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Support readers by teaching them how to solve different types of words. Help students use what they have learned about compound words, onset and rhyme, and multi-syllabic words. Teach students that when they encounter a compound word they should break it up into the two words that form the compound, put these back together, and make sure the word makes sense with the story. Prompt students to also notice the onset (bl, scr, etc.) and the rime (-oat, -eam) in the word rather than saying each sound in isolation, which will slow them down. ● Highlight and collect words which correlate to the spelling patterns students are working on in word work. Have students continue the collection in their independent texts. ● Model and discuss how the characters' voice changes when their feelings change. Teach students how to change their voice when interpreting a character's' feelings. Create small groups to reenact scenes from a Big Book. Compare how the groups interpreted how each character would talk to show their emotions. ● Create character trait charts for each main character in a story. Discuss how the traits related to their emotions and motives throughout the story.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Recount or describe key ideas or details from a text read aloud 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Listen to partner conversations ● Stop and Jot Notes ● Reading response journals/forms ● Running records
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<p>or information presented orally or through other media.</p> <ul style="list-style-type: none"> ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> ● TC Benchmarks
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Strategy groups which focus on a specific comprehension, accuracy, fluency, or vocabulary strategy ● Conferences with independent books ● For ELL students- If students are struggling with character traits, make sure to directly teach the meaning of common character trait words. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Summarize text ● Make text to text connections by comparing characters across a series of books ● Make text to world connections by connecting to a character's feelings
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit 3 Characters Face Bigger Challenges ● The Continuum of Literacy Learning ● Miller, Debbie. <i>Reading with Meaning</i> 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● The Big Books, songs, and poems you choose should support your current word work instruction
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations		Common Core State Standards	
CA 1,2, 3, 4, 5, 6	1.2, 1.5, 2.1, 2.2	R1H.2.a, c R2C.2.a-d R2C.6.e R1D.2 R3C.2.a-g R1E.2.a-c	R1F.2.d R1G.2.c LS1B.2 RH1.2.c R1H.2.b, d R1C.2	RL.2.1 RL.2.6 RL.2.10 RI.2.1 RI.2.2 RI.2.4 RI.2.6	L.2.4.a-e RF.2.3.a-f RF.2.4.a-c SL.2.1.a-c SL.2.2 SL.2.3 SL.2.6, RI.2.10

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THINKING STRATEGY	Grade: 2	Unit of Study: Characters Face Bigger Challenges	Timeline: November
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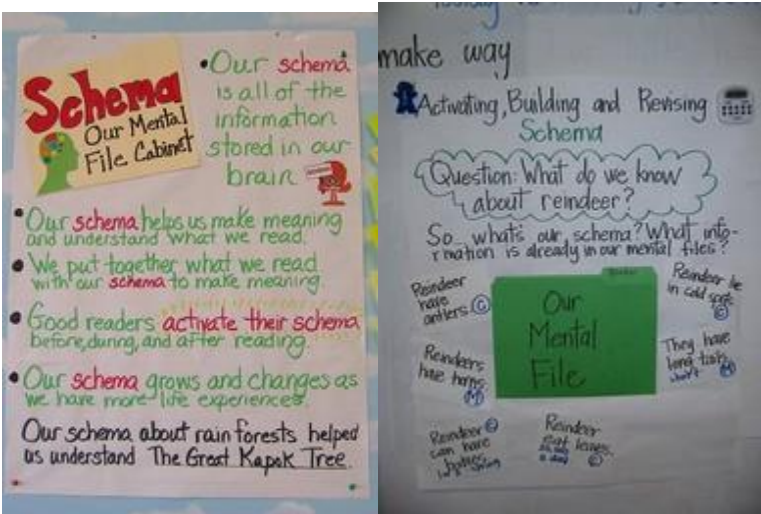
Big Idea: Readers will use schema to understand

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Link the text to their own life ● Connect big ideas and themes across texts ● Merge thinking with new information ● Link what we know to what we learn 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children how a book can connect to their own life. When doing an author study have students share connections between the stories, (text to text), and ask if anyone can relate to any of the stories (text to self). ● Teach children to listen to the voice in their head that says, “Wow, I didn’t know that,” when they are reading and come to new information. Show them how to stop, think, and react to the new information. ● Teach children that as they read they might come across new information. Model how you might say to yourself, “Wow, I just learned” ... or “Now I get it”....
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Follow agreed-upon rules for discussion. ● Build on others’ talk in conversations by linking their comments to the remarks of others. ● Ask for clarification and further explanations as needed about the topics and texts under discussion. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring with Reader ● Listen to partner conversations ● Running records
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Have a conference with reader. Ask questions to activate and connect background knowledge. • For ELL students- Whenever possible, provide a visual for students. For instance, provide a visual of the schema you will use when reading this new piece of information. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Have student write down how they used their schema as they were reading.
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<p>Resources:</p> <ul style="list-style-type: none"> • Strategies that Work • Mosaic of Thought 	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2, 3, 5	1.5, 1.10, 4.1	R1F.2.d R1G.2.c	RL 2.7 RF 2.4.a-c

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Writing and Revising Realistic Fiction	Timeline: November
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Big Idea: Writers will plan how to write a fictional story by making a movie in their mind

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Plan how to write a fictional story ● Make a movie in their mind 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students to think about what they did in writing last year and all the tools they have from the previous unit of writing (small moments). ● Teach students to get ready to write stories by dreaming. Model the sort of dreaming that writers do. ● Teach students that writers have different ways to plan stories and as we sit down to write, we decide which one to use: <ul style="list-style-type: none"> ○ touch the pages; sketch pictures; oral storytelling; five finger story ● Teach students to sketch across the pages, jot a quick post-it for each page, touch the pages and tell what they will write or tell the story across their fingers. <ul style="list-style-type: none"> ○ Model how to tell the story multiple times in multiple ways. ● Teach students that writers make mind movies of our exact story. <ul style="list-style-type: none"> ○ Model how to recheck their story to the movie in their mind to make sure it is giving a clear picture to the reader.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Follow agreed-upon rules for discussion. ● Build on others' talk in conversations by linking their comments to the remarks of others. ● Ask for clarification and further explanations as needed about the topics and texts under discussion. ● Ask and answer questions about what a speaker says in order 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation ● Writer's notebooks ● Cold write
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to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Re-teaching:

- Small group work
- review how to make a movie in their mind
- one-on-one work
- oral storytelling
- **For ELL students-** If students are struggling with planning, consider having them tell the story to a friend aloud. The friend can help them come up with words and phrases that they are missing. Have the student tell the story to more than one friend before writing.
- **For ELL students-** If students are struggling with planning stories or plan easily but then cannot write from their plan, consider having students draw out each step on a timeline or comic strip style graphic organizer. Underneath each picture, help the student (have have a peer help the student) to build a list of likely words and phrases that connect with the strip. Have the student use this plan for their writing.

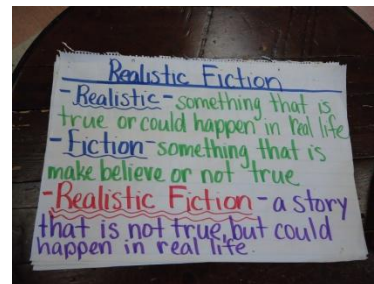
Enrichment:

- Have students demonstrate how to plan out their story for the class.
- Have students act out their story to a partner.

Resources:

- Units of Study: Book 4 Craft of Revision
- Curricular Calendar- Unit 3 Writing and Revising Realistic Fiction
- 2nd Grade Writers

Teacher Notes:



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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation		Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4, 6, 7	1.5, 1.8, 1.10, 2.1, 2.2, 2.3	W2E.1.d., W2E.2.b, R1E2.a-c	L.2.1.a-b, L.2.2a, L.2.3, L.2.6, SL.2.1.a-c, SL.2.3, SL.2.6

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Writing and Revising Realistic Fiction	Timeline: November
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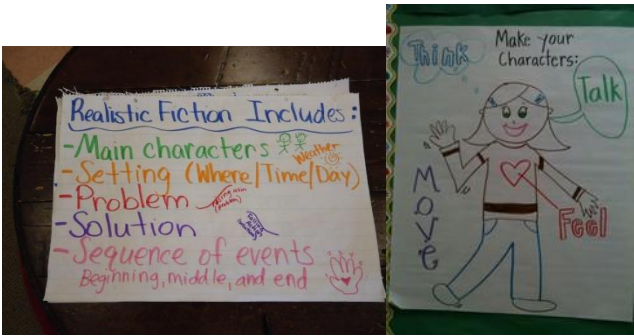
Big Idea: Writers will move from one scene to the next by using time transitions and build tension in their stories

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Move from one scene to the next by using time transitions● Build tension in their stories	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that writers use the movies in their mind to imagine the main character living through each part of the story and we try to write it all down bit by bit.● Teach students that writers think carefully about each scene we are writing, making sure they flow together smoothly.● Teach students that one way we move from scene to scene is through time transitions.● Teach students the transition words for writing (first, then, next, last).<ul style="list-style-type: none">○ Model time transitions through mentor text and interactive writing.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Follow agreed-upon rules for discussion.● Build on others' talk in conversations by linking their comments to the remarks of others.● Ask for clarification and further explanations as needed about the topics and texts under discussion.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring notes● Observation● Writer's notebooks● Cold write
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Small group ● One-on-one conferring ● Review how to make a movie in their mind ● For ELL students- Directly teach and practice the meaning of first, next, last and finally if students do not already have these words in their vocabulary. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Have students act out their stories to a partner.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Units of Study: Book 4 Craft of Revision ● Curricular Calendar- Unit 3 Writing and Revising Realistic Fiction ● 2nd Grade Writers 	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation		Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4, 6, 7	1.5, 1.8, 1.10, 2.1, 2.2, 2.3	W2E.1.d., W2E.2.b, R1E2.a-c	L.2.1.a-b, L.2.2a, L.2.3, L.2.6, SL.2.1.a-c, SL.2.3, SL.2.6

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Writing and Revising Realistic Fiction	Timeline: November
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Big Idea: Writers will reread and revise right from the start to improve writing

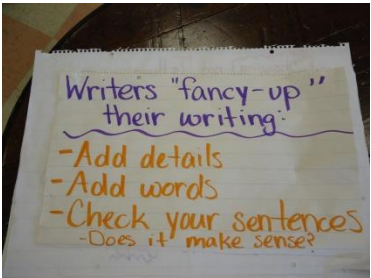
<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Revise right from the start to improve writing ● Reread stories to improve their writing <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Form upper- and lowercase letters efficiently and proportionately in manuscript print ● Form lowercase letters efficiently and proportionately in cursive ● Write their name in cursive 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students that writers don't save revision for last. Writers revise right from the start. ● Teach students to reread what they have written so far and then find places to fill in the gaps. <ul style="list-style-type: none"> ○ Model how to reread and add details to the story. ● Teach students to revise their writing with their partner. <ul style="list-style-type: none"> ○ Model how to give suggestions to their partner to make the pieces of writing even better. ● Teach students to check the movie in their mind as they reread their writing. <p>Mid-workshop Teaching Point:</p> <ul style="list-style-type: none"> ● Teach students that they can read the story aloud to a partner to check if it makes sense. <p>Handwriting Skills:</p> <ul style="list-style-type: none"> ● Teacher will model Handwriting Objectives during Interactive Writing ● Explicitly teach skills listed in Weeks 9-12 in Handwriting Without Tears Teaching Guide <ul style="list-style-type: none"> ○ Lowercase h, b, f, q, x, z, ○ Review Frog Jump Capitals, Starting Corner Capitals, Center Starting Capitals, Capital Partners, High Frequency Letters ○ Numbers 8, 9, 10
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation ● Writer's notebooks
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<ul style="list-style-type: none"> ● Follow agreed-upon rules for discussion. ● Build on others' talk in conversations by linking their comments to the remarks of others. ● Ask for clarification and further explanations as needed about the topics and texts under discussion. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> ● Cold write
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Small group ● One-on-one conferring 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Have writing partners give suggestions for making each other's writing better.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Units of Study: Book 4 Craft of Revision ● Curricular Calendar- Unit 3 Writing and Revising Realistic Fiction ● 2nd Grade Writers 	<p>Teacher Notes:</p>  <ul style="list-style-type: none"> ● Share examples of students' writing that has revisions from the beginning of the drafting process. ● Use mentor text to demonstrate adding details to the story.
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4, 6, 7	1.5, 1.8, 1.10, 2.1, 2.2, 2.3	W2E.1.d., W2E.2.b, R1E2.a-c	L.2.1.a-b, L.2.2a, L.2.3, L.2.6, SL.2.1.a-c, SL.2.3, SL.2.6

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Writing and Revising Realistic Fiction	Timeline: November
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Big Idea: Writers will create characters and include what the character does, says and feels

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Create characters● Include what the character does, says and feels	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that writers create characters that feel real, just like in the books we read.● Teach students that we make sure the characters in our story have big wants or needs.● Teach students that writers think “What does my character really want?”● Teach students that writers think about the main character and how he/she feels and thinks.● Teach students to step into the characters shoes by acting out what he/she says and does.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Follow agreed-upon rules for discussion.● Build on others’ talk in conversations by linking their comments to the remarks of others.● Ask for clarification and further explanations as needed about the topics and texts under discussion.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring notes● Observation● Writer’s notebooks● Cold write
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Small group • One-on-one conferring • For ELL students- If students are struggling with discussing feelings, wants or needs of characters, consider providing students with a word bank. During the conferring process, the word bank could be personalized. Make sure to teach any words that are not part of the student's vocabulary before adding them to the word bank. 	<p>Enrichment:</p> <ul style="list-style-type: none"> •
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<p>Resources:</p> <ul style="list-style-type: none"> • Units of Study: Book 4 Craft of Revision • Curricular Calendar- Unit 3 Writing and Revising Realistic Fiction • 2nd Grade Writers 	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4, 6, 7	1.5, 1.8, 1.10, 2.1, 2.2, 2.3	W2E.1.d., W2E.2.b, R1E2.a-c	L.2.1.a-b, L.2.2a, L.2.3, L.2.6, SL.2.1.a-c, SL.2.3, SL.2.6

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GRAMMAR	Grade:2	Unit of Study: Writing and Revising Realistic Fiction	Timeline: November
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Big Idea: Writers will write in past, present and future tense

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Write sentences using past, present and future tense ● Use a range of complete sentences: declarative, interrogative, exclamatory ● Use nouns and pronouns that are in agreement ● Use subject verb and agreement in simple sentences ● Use capitals for the beginning of sentences and proper nouns ● Use appropriate punctuation marks for endings 	<p>Suggested Learning Activities:</p> <p>During Writer’s Workshop mini-lessons and Interactive Writing, the teacher will model and explicitly teach:</p> <ul style="list-style-type: none"> ● Students the difference between past, present and future tenses. ● Students the endings for past tense (-ed), present tense (-s, -ing). ● Students that future tense sentences have the word will (helping verb) in front of the verb. <p>Additional Activities:</p> <ul style="list-style-type: none"> ● Provide sentences for students with blanks and a choice of the word in two different tenses. ● Create a story with blanks that the students must choose the correct word and tense to complete the sentence. ● Create a story with words in the incorrect tense. Have students identify the words that are incorrect and choose the correct tense. ● Use a passage with multiple past, present or future tense words in it. Have the students identify the word and what tense the word is in.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Follow agreed-upon rules for discussion. ● Build on others’ talk in conversations by linking their comments to the remarks of others. ● Ask for clarification and further explanation as needed about the topics and texts under discussion. ● Ask and answer questions about what a speaker says in order 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation ● Writer’s notebooks ● Cold write
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<p>to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <ul style="list-style-type: none"> ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Review past, present and future tense ● Small group instruction ● Individual conference ● Create a word hunt to find words in the past, present or future tense 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Have students create games.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Units of Study: Book 4 Craft of Revision ● Curricular Calendar- Unit 3 Writing and Revising Realistic Fiction ● 2nd Grade Writers 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Use any opportunity throughout the day to incorporate grammar.
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4,	2.2	W1A.2a-3 W1A.2a, c-d	W2.5

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WORD WORK/ PHONICS/ SPELLING	Grade: 2	Unit of Study: Writing and Revising Realistic Fiction	Timeline: November
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Big Idea: Students will utilize these skills in their daily work

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use long vowel spelling patterns in daily work ● Use r-controlled vowels in daily work ● Use high frequency words in daily work ● Practice sorting independently ● Work in word work groups and create sorts with partners ● Meet with teacher in word work groups to learn and understand word work sort 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children long vowel spelling patterns (ai, ay, ee, ea, oa, ow). Model how to use long vowel spelling patterns as you are writing. ● Teach children r-controlled vowels (ar, ir, or, er, ur). Model how the r sound is blended with the vowel sound in these words. Explain that it is sometimes hard to determine which vowel sound you hear with the r. Discuss the differences between the sounds. Generate a class list of examples for each r-controlled vowel sound. ● Point out the words with long vowel spelling patterns or r-controlled vowels when reading text during shared reading or during interactive writing. ● Teach children high frequency words. Model how to identify unknown words. Create flashcards for unknown words in order for students to practice them. Form strategy groups for students who are working on the same word lists.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Follow agreed-upon rules for discussion. ● Build on others' talk in conversations by linking their comments to the remarks of others. ● Ask for clarification and further explanation as needed about the topics and texts under discussion. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Daily written work ● Conferring ● Cold write ● Spelling Inventory ● High Frequency Word list
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<ul style="list-style-type: none"> deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Small group work ● Individual work ● Review sorting ● Words Their Way games ● Songs ● Poems 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Have students create games to practice various skills ● Have students work as mentors
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<p>Resources:</p> <ul style="list-style-type: none"> ● Words Their Way: Teacher Manual Chapter 6 (long vowel patterns pgs. 189-199; r-controlled vowels pg. 190) ● The Continuum of Literacy Learning: Phonics, Spelling and Word Study Grade 2 ● Rigby Phonics Charts <ul style="list-style-type: none"> ○ Long Vowels: Rise and Shine; Sailor, Sail Away; Sleepy. ○ Cat; Time in a Garden; Joan's Boat ○ R-Controlled Vowels: Mark Clark's Little Car; The Birthday Party; A Horse Named Glory; Four Hikers; The Fairest Tree; Haircut ● Fountas and Pinnell High Frequency Words List 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ●
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1,4	1.6, 1.8, 2.3, 3.4, 3.6, 4.1,	W2E.2e, W2E.2f	RF.2.3.a-c, L.2.2d, L2.3, SL.2.1.a-c, SL.2.3, SL.2.6

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READERS WORKSHOP	Grade: 2	Unit of Study: Reading Nonfiction, Reading the World	Timeline: December
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Big Idea: Readers know and use text features to locate key facts and information in nonfiction text

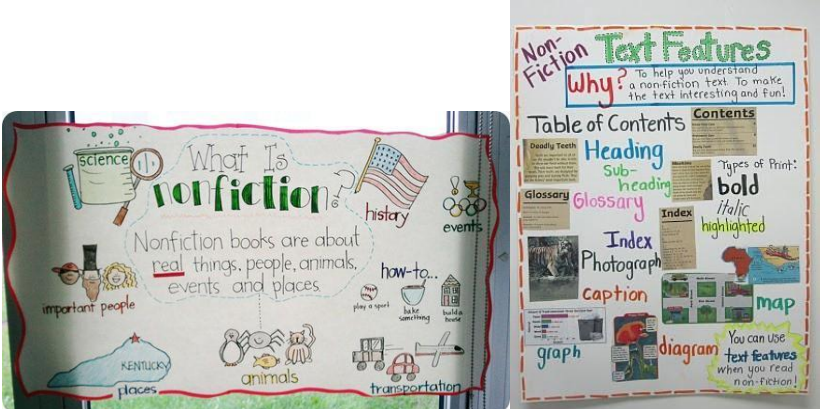
<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use text features to analyze how an informational text is organized ● Use readers' tools (table of contents, headings, glossary, chapter titles, and author's notes) to gather information within the text ● Recognize how the writer or illustrator has placed ideas in the text and in the graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures, etc.) ● Notice and remember facts, concepts, or ideas from a text ● Recognize informational texts and read in an explaining voice ● Slow down to search for information and resume normal pace of reading again 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Today I want to teach you that when nonfiction readers begin reading our books we make a quick study of the lay of the land. That is, we glance at the table of contents, the chapter heading, and the subheadings to get an idea of how the text will go. ● Today I want to teach you that nonfiction readers train our mind to pick out topic sentences. Nonfiction readers know that text paragraphs have one special sentence within them that tells us the topic of what that entire paragraph is about. ● Today I want to remind you of some of the ways that readers can retell our nonfiction texts to our partners. We can retell our texts across our fingers, teaching what we have learned. We can also retell by using special transition words like <i>or</i>, <i>and</i>, <i>however</i>, and <i>but</i>. ● Today I want to remind you that nonfiction readers use phrases that help us create a list of things we learned. We can say things like, 'One kind of _____ is _____. Another kind is _____. The last kind of _____ I learned about is _____.' ● Today I want to teach you that just as we read fiction in a story voice, we read nonfiction with an explaining voice. This voice often explains or teaches new things.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Listen to partner conversations ● Stop and jot notes ● Running records ● TC Benchmarks ● Conferring notes
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<ul style="list-style-type: none"> • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> • Reading response notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Strategy groups • Individual conferences • Create a book where students can match a picture of the text feature with a short explanation of the feature 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Have student create a book with all of the text features you have discussed.
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<p>Resources:</p> <ul style="list-style-type: none"> • Curricular Calendar: Unit 4 Reading Nonfiction, Reading the World • The Continuum of Literacy Learning 	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	X	Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3	1.1, 1.4, 1.5	R1H.2.a-d R3C.2.a-g R3A.2 ICTL3.B.2 R1F.2.d R1D.2 R1G.2.c LS1B.2	RI.2.1 RI.2.5 RI.2.7 RI.2.10 RF.2.4.a-c SL.2.1.a-c SL.2.2 SL.2.3 SL.2.6

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READERS WORKSHOP	Grade: 2	Unit of Study: Reading Nonfiction, Reading the World	Timeline: December
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Big Idea: Readers construct meaning by responding to nonfiction text


<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Search for information in the text features to support text interpretation • Talk about the connections between the illustrations and the text • Identify important ideas in a text and report them in an organized way, either orally or in writing • Summarize ideas from a text and tell how they are related (main idea and details) • Support thinking beyond the text by using specific evidence from the text • Develop new concepts and ideas from listening to and discussing text 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Today I want to teach you that nonfiction readers read more than just the words on the page. We ‘study’ and ‘read’ pictures too. We figure out how these pictures connect with or add to the words on the page. We look carefully at the details of the picture and we read the labels, the headings, the sidebars, and any other words that will help us to understand exactly what this picture is telling us and how it connects to the words we’re reading. • Today I want to teach you that reading is not a one-way highway. Nonfiction readers don’t just take texts in. We come out with questions and ideas in response. It is two-way traffic! When readers pay attention to and jot down all the thoughts and questions that we have as we read, we can grow bigger ideas. • Today I want to remind you that nonfiction readers can push ourselves to respond to the new things we are learning. We can respond on Post-its to the new things we’re learning, and we don’t just copy down the words on the page. We jot things like: ‘This makes me think _____. This makes me wonder _____. This is just like _____. This surprises me because _____.’ • Today I want to remind you that nonfiction readers don’t just ask questions, we also work hard to answer them. When we have a question about our topic that the page doesn’t answer, we hunt elsewhere in the book—or we pick up another book to find it! We can use the table of contents and the index in the book and in other books to find answers!
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Speaking/Listening Objectives:	Assessment for Learning:
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<ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none">● Listen to partner conversations● Stop and jot notes● Running records● TC Benchmarks● Conferring notes● Reading response notebook
<p>Re-teaching:</p> <ul style="list-style-type: none">● Strategy groups● Individual conferences● Teach children the difference between reading nonfiction for trivia versus thinking and responding to nonfiction. To help readers develop original responses you might teach thought prompts such as:<ul style="list-style-type: none">○ This makes me think...○ This is just like ...○ This makes me wonder...○ This surprises me because...?	<p>Enrichment:</p> <ul style="list-style-type: none">● Graphic organizers● Reading journals
<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar: Unit 4 Reading Nonfiction, Reading the World● The Continuum of Literacy Learning	<p>Teacher Notes:</p>

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	<p>Name _____ Date _____</p> <p align="center">3 = 2 = 1</p> <p>Topic _____</p> <div style="border: 1px dashed black; padding: 5px; margin-bottom: 5px;"> <p align="center">3 Things I Learned</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> </div> <div style="border: 1px dashed black; padding: 5px; margin-bottom: 5px;"> <p align="center">2 Interesting Facts</p> <p>1. _____</p> <p>2. _____</p> </div> <div style="border: 1px dashed black; padding: 5px;"> <p align="center">1 Question I Have</p> <p>1. _____</p> </div>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 4	1.1, 1.2, 1.6, 2.2, 4.1	R1H.2.a-d R3C.2.a-g R3A.2 ICTL3.B.2 R3C.3.d R1D.2 LS1B.2 RH1.2.c	RI.2.1 RI.2.2 RI.2.3 RI.2.6 RI.2.5 RI.2.8 RI.2.7 RI.2.10 SL.2.1.a-c SL.2.2 SL.2.3 SL.2.6

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READERS WORKSHOP	Grade: 2	Unit of Study: Reading Nonfiction, Reading the World	Timeline: December
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Big Idea: Readers will solve and understand key words in nonfiction text

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Recognize and actively work to solve new vocabulary words ● Recognize new meanings for known words by using context clues (compound words, synonyms/antonyms, homophones/homographs, base words/prefixes) ● Use strategies to solve unknown words to determine meaning: <ul style="list-style-type: none"> ○ Tune into interesting words ○ Monitor for meaning ○ Use picture clues ○ Read the words around the unknown word ○ Cross check ○ Substitute with synonyms ● Use multiple sources of information (ex. text features) to solve and understand new vocabulary ● Use specific, text related vocabulary to talk about texts 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Today I want to teach you that when readers come across a hard word in our nonfiction texts, we use all we know to figure out what it might mean. We can figure out what words mean by reading a little further, consulting the pictures and the sidebars on the page, checking for a glossary, or simply fitting another word in the place of the hard word and then reading on. ● Today I want to teach you that when readers come across a tricky word in our nonfiction texts, we remember the many strategies we used when we read fiction books to help us. We use the charts in the room and think of all the different ways we already know to figure these words out. We ask ourselves, 'What word would sound right here? What kinds of words would make sense?' ● Today I want to teach you that when readers come across a hard word in our nonfiction texts, we try to pronounce it reading it part by part, then check the text features—pictures, captions, labels—to help us figure out what it means. ● Today I want to tell you that sometimes readers will come across a hard word in our nonfiction texts and we may try every strategy we know to figure it out but still not understand what it might mean. When we've tried and we still are unsure, we jot it down on a Post-it and try to figure it out with our partner.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Listen to partner conversations ● Stop and jot notes ● Running records
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<ul style="list-style-type: none"> ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> ● TC Benchmarks ● Conferring notes ● Reading response notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Strategy groups ● Individual conferences ● For ELL students- Consider helping students to find a more permanent place to keep new words as they learn them- especially when studying nonfiction texts. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Word collection journal (provide an explanation, picture, synonym, and antonym)
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar: Unit 4 Reading Nonfiction, Reading the World ● The Continuum of Literacy Learning 	<p>Teacher Notes:</p> <div data-bbox="1060 820 1486 1323" data-label="Image"> </div> <div data-bbox="1522 803 1879 844" data-label="Section-Header"> <p>Vocabulary rock and ROLL!</p> </div> <table border="1" data-bbox="1522 844 1879 1274"> <tr> <td data-bbox="1522 844 1701 982"> <p>● Define the Word</p> </td> <td data-bbox="1701 844 1879 982"> <p>●●● Draw it!</p> </td> </tr> <tr> <td data-bbox="1522 982 1701 1128"> <p>● Something that means the same</p> </td> <td data-bbox="1701 982 1879 1128"> <p>●●● Act it out!</p> </td> </tr> <tr> <td data-bbox="1522 1128 1701 1274"> <p>●● What does it remind you of?</p> </td> <td data-bbox="1701 1128 1879 1274"> <p>●●● Something that means the opposite</p> </td> </tr> </table> <p align="right"><small>© Curriculum Pathways The Teaching Outlets, LLC</small></p>	<p>● Define the Word</p>	<p>●●● Draw it!</p>	<p>● Something that means the same</p>	<p>●●● Act it out!</p>	<p>●● What does it remind you of?</p>	<p>●●● Something that means the opposite</p>
<p>● Define the Word</p>	<p>●●● Draw it!</p>						
<p>● Something that means the same</p>	<p>●●● Act it out!</p>						
<p>●● What does it remind you of?</p>	<p>●●● Something that means the opposite</p>						

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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1.1, 1.3	1.5, 1.6, 2.2	R1E.2.a-c R1C.2 LS1B.2 RH1.2.c R1H.2.b, d	RI.2.4 RF.2.3.a-f SL.2.1.a-c SL.2.2 SL.2.3 SL.2.6 L.2.4.a-e L.2.6

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READERS WORKSHOP	Grade: 2	Unit of Study: Reading Nonfiction, Reading the World	Timeline: December
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Big Idea: Readers will compare and contrast information across nonfiction texts in book clubs

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Choose a nonfiction book club topic (ex. farm animals, race cars, penguins, volcanoes, etc.) and gather related texts from the school and/or classroom library● Cooperate and participate in conversations with partners in their book club to compare and contrast information● Build knowledge by analyzing content from several books● Prepare for book club conversations by jotting down notes that share facts, pose questions and connect new learning● Develop new concepts and ideas from listening to and discussing texts● Work with club members to prepare a simple group presentation to share new learning with the class (ex. fact poster, painting with labels, clay model)	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Today I want to remind you that when we are members of a reading club, we talk to other club members and plan the work our club will do. One thing that reading clubs might plan is to jot notes on the ideas and the questions we have as we read the books on our topic. At the end of our reading, we can collect these Post-its in our club folder.● Today I want to tell you that readers in a club can choose one Post-it in our club folder and talk for a long time about it. When we are finished, we can choose another Post-it to talk about.● Today I want to teach you that nonfiction readers often read more than one book on topics we love. Then we can compare and contrast the information. We note the ways in which different books on the same topic are organized. We also note that they give us different angles and details about the same topic.● Today I want to teach you that nonfiction readers grow our understanding of a topic by reading many books on it. When we read the second, third, and fourth book on a topic, we mix and match what we're reading now with what we read before to grow a more complete understanding of this topic. One way nonfiction readers mix and match information across books is by making quick notes.● Today I want to tell you that club members can celebrate all we've learned by collecting our big ideas and notes about our new learning and creating a poster or big book page highlighting our new thinking.
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Speaking/Listening Objectives:

- Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessment for Learning:

- Listen to partner conversations
- Stop and jot notes
- Running records
- TC Benchmarks
- Conferring notes
- Reading response notebook

Re-teaching:

- Strategy groups
- Individual conferences
- Book club conferences
- **For ELL students-** If ELL students are having difficulty participating in book clubs, offer them the opportunity to write or prepare with a partner things they might say in book club. Also help train group members to wait for their slower speaking ELL peers. For instance, if the student begins a thought and takes a pause “I think she is...mad.....she is mad because.....” Teach the students to wait a certain number of counts before completing the students thought. This is tricky to do but can really help the ELL student.

Enrichment:

- Students can write an essay that compares and contrasts the information in the two different books.

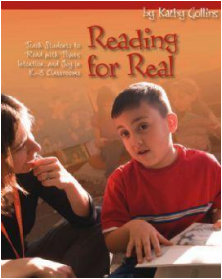
Resources:

- Curricular Calendar: Unit 4 Reading Nonfiction, Reading the World
- The Continuum of Literacy Learning
- Collins, Kathy. *Reading for Real*

Teacher Notes:

- Book clubs consist of a group of 2-5 children reading books on a common topic. Book clubs provide students time to read, think, and talk about their ideas, questions, and wonderings in a small group setting.
- Book clubs can occur instead of your partner reading time for

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	<p>this unit. Book clubs usually last for 2-3 weeks.</p> <ul style="list-style-type: none"> You might find it useful to teach children the expectations for club reading time and introduce a repertoire of ways to work together to self-manage their partnerships. You might teach children to use courteous conversation behaviors, to take turns while talking, to be helpful speakers, to be active listeners ('listening with your eyes, your ears, and your bodies'), to come prepared to work, and so forth. Encourage clubs to choose a name for themselves and to create and maintain a club folder or a container for their books, Post-its, ideas, and collaborative work. You may decide to create reading clubs by combining students at the same reading level or a similar range. You always want club members to be matched with "Good Fit Books." Club members present their learned knowledge to the class at the end of the unit of study.
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations		Common Core State Standards	
CA 1, 3, 4, 5, 6, 7	1.1, 1.2, 1.4, 1.8, 2.1, 2.2, 2.3	R1H.2.a-d R3C.2.a-g R1I.2.a R1D.2 LS1B.2	RH1.2.c ICTL5C.2.b R1E.2.a-c	RI.2.1 RI.2.9 RI.2.10 SL.2.1.a-c SL.2.2	SL.2.3 SL.2.5 SL.2.6 L.2.6

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INTERACTIVE READ ALOUD	Grade: 2	Unit of Study: Reading Nonfiction, Reading the World	Timeline: December
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Big Idea: Readers will ask questions before, during, and after reading

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Ask questions to clarify meaning • Ask questions to determine the author’s purpose • Determine whether answers to questions can be found in the text or whether they will need to infer the answer from the text, their background knowledge, and/or an outside source • Understand that some questions are left to be answered by the reader’s interpretation • Listen to other’s questions and be inspired to create new ones on their own • Listen to other’s answers and develop new thinking 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Display photographs which will prompt “I wonder…” questions. Example: Display a picture of a shipping truck. Model some questions a reader may have. ‘I wonder where the truck is going. I wonder what the truck is carrying. I wonder if the truck will get to its destination on time.’ Have students express their ‘I wonder…’ thoughts and have partners compare their thinking. • Teach children how and why readers use a variety of strategies to find answers to their questions. Choose a text where students will be able to make connections, but also have many questions about the content of the story. Record the student’s questions before, during, and after reading the text. Over several days, reread the text and think aloud how many of the questions were answered. Code each question with a T for those found in the text, an I for those you needed to infer, and an OS for those requiring an outside source. • Teach children that when a question cannot be found in the text, readers take time to speculate about these questions and create their own unique explanations, or interpretations. Readers use their schema, create mental images, and talk with others to figure out what makes the most sense. Develop a question related to a familiar text. Create a question web with the class. Record student interpretations on the lines around it. Discuss different ways students have come to think about, or interpret, the question.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Listen to partner conversations
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<p>diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none">● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none">● Stop and Jot Notes● Reading response journals/forms● Running records● TC Benchmarks
<p>Re-teaching:</p> <ul style="list-style-type: none">● Reteach accuracy, fluency, and comprehension strategies as needed for the whole group● Strategy groups and individual conferences● Graphic Organizers● For ELL students- If students are having trouble forming questions, provide extra opportunities for students in the class to share their questions with the struggling students. Help the students to create a question bank. Show students how this question bank can be used as models for their own questions.	<p>Enrichment:</p> <ul style="list-style-type: none">●
<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar- Unit 4 Reading Nonfiction, Reading the World● The Continuum of Literacy Learning● Miller, Debbie. <i>Reading with Meaning</i>	<p>Teacher Notes:</p> <ul style="list-style-type: none">● Think aloud lessons can be expanded on during Shared Reading lessons which focus on comprehension

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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3,	1.1, 1.2, 1.5, 2.2, 2.3,	R1H2 a, c R 3C.2 a-g	RL 2.1 SL 2.3 SL 2.4

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SHARED READING	Grade: 2	Unit of Study: Reading Nonfiction, Reading the World	Timeline: December
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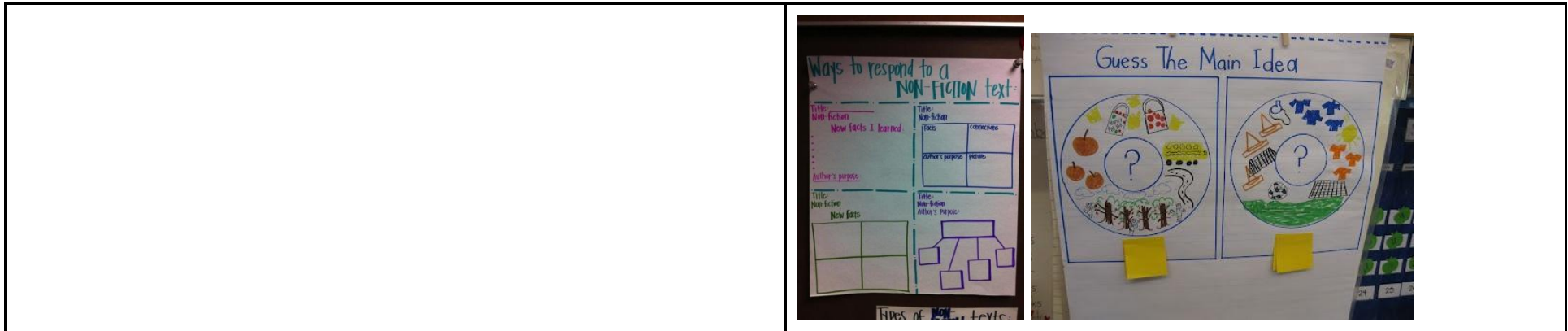
Big Idea: Readers will learn accuracy, fluency, and comprehension strategies

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Self-correct intonation, phrasing, and pausing while reading aloud ● Use multiple sources of information to monitor reading accuracy, pronunciation, and understanding of words ● Use a full range of punctuation and reflect it in the voice while reading ● Fiction text: <ul style="list-style-type: none"> ○ Reading stamina ○ Vocabulary ● Nonfiction text: <ul style="list-style-type: none"> ○ Use text features to deepen understanding of text ○ Ask questions and work hard to answer them ○ Respond to new things you learn ● Comprehension strategies: <ul style="list-style-type: none"> ○ Retell a story by using transitional words ○ Compare and contrast: <ul style="list-style-type: none"> ■ Compare and contrast character traits within a single text and across a series of texts ■ Make connections between texts that have been read or heard before ○ Main idea and details: <ul style="list-style-type: none"> ■ Identify the topic sentence and supporting details ■ Summarize ideas of a text and tell how they are related 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children that readers understand new ideas in a text by thinking about how things are alike and different. Choose two students and point out their similarities and differences. Compare and contrast characters in a story by creating a Venn Diagram. ● Teach children that readers search to understand the most important idea in a text. Demonstrate that this idea is often stated in a sentence in the passage. Locate the main idea of a nonfiction passage or section by highlighting the topic sentence. Further explain that this main idea is supported by details in the text. Have students jot down an important detail that supports the main idea of the passage. Discuss their findings. ● Teach children that when summarizing a text, the reader only shares key details, and the main points worth remembering. After reading a large section of a text, have groups of 3-4 students illustrate the most important information learned on a large poster. Give each student a smaller piece of paper, and have them illustrate a supporting detail. Model how a reader can summarize a text by remember the main idea and supporting details. Have the students practice summarizing their illustrations within their small groups. ● Teach children that readers notice and remember when they learn something new. When readers come across new information, they stop and listen to their inner voice. Pick a nonfiction topic that will generate student responses. Read the text and ask students to share their inner voices. Record their thoughts on a chart (ex. 'Awesome! Can you believe some ants squirt smelly acid when they're scarred?').
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Listen to partner conversations● Stop and Jot Notes● Reading response journals/forms● Running records● TC Benchmarks
<p>Re-teaching:</p> <ul style="list-style-type: none">● Whole group accuracy, fluency, comprehension, and vocabulary lessons based on your students' needs● Strategy groups and individual conferences● Graphic Organizers● KWL Charts	<p>Enrichment:</p> <ul style="list-style-type: none">●
<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar- Unit 4 Reading Nonfiction, Reading the World● The Continuum of Literacy Learning● Miller, Debbie. <i>Reading with Meaning</i>, p.123-140	<p>Teacher Notes:</p> <ul style="list-style-type: none">● The books, songs, and poems you choose should support your current word work instruction.

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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 4, 5, 6,	1.1, 1.2, 1.4, 2.1, 2.2, 2.3	R1D.2 R2C.2d R1h2a,c R3C2 a-g	RL2.1 RL2.10 RI 2.2 RI2.5

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THINKING STRATEGY	Grade: 2	Unit of Study: Reading Nonfiction, Reading the World	Timeline: December
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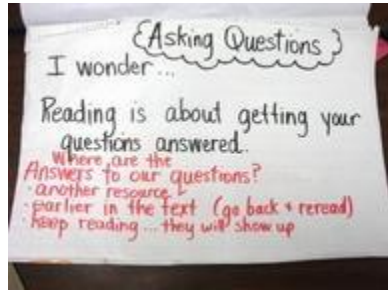

Big Idea: Readers will use questioning to comprehend the text

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Make meaning through asking questions • Wondering as we learn new information • Beginning questioning 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Teach students to share the questions they have before, during, and after reading and to talk about them. • Teach students how to question what they are reading by using an I Learned/I Wonder chart together as you read a book. Record items learned as you read under I learned, and questions they are thinking about under I wonder. Discuss how we think and ask questions as we read. • Teach students how there are different types of questions. Some questions are answered in the text, some have to be inferred from the text, some from people's background knowledge, etc. Show them how to answer questions.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Listen to partner conversations • Stop and jot notes • Whole Class Discussion • TC Benchmark
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Work with students to think of a question from their reading. Talk with them about how while reading a book you should be thinking and asking questions to understand what we are reading. Say “I wonder why....” about a part of a book. Have them try to do an “I wonder” sentence. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Have students create a list of questions that require further research from their book. Then have them find the answers to those questions.
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<p>Resources:</p> <ul style="list-style-type: none"> Strategies That Work Mosaic of Thought 	<p>Teacher Notes:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 4, 5	1.1, 1.2, 1.5	R1H.2.a,c R3C2a-g	RI2.1

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Nonfiction Writing: Procedures and Reports	Timeline: December
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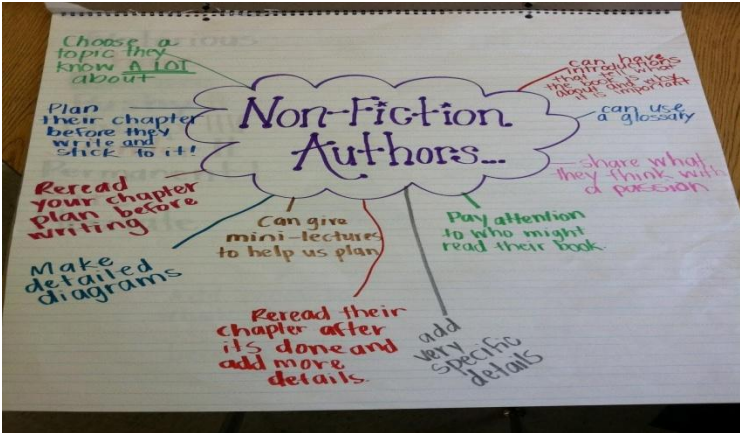
Big Idea: Writers will generate lists of possible topics and choose one to write an informational piece

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Generate lists of possible topics ● Choose a topic to write an informational piece 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students to generate lists possible topics they care a lot about. <ul style="list-style-type: none"> ○ Students should think about topics that they know a lot about, but still could learn more. ○ Teach students how to jot lists of topics ● Teach students to discuss with a partner all the information they know about their possible topics. Then students could decide which topic sounds like an especially good topic to write about. ● Teach students that they will be writing ONE book for the whole unit. ● Teach students to use real life examples for research. <ul style="list-style-type: none"> ○ For example: If a student wants to write about how fish are excellent swimmers, they should observe fish in a fish tank to see how they swim.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation ● Writer's notebooks ● Cold write
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● One on one ● Small group work ● Review how to make a list of topics 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Student can start work on table of contents.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit Four Expert Projects: Informational Writing ● The Continuum of Literacy Learning ● Units of Study: Book 6 Nonfiction Writing: Procedures and Reports ● 2nd Grade Writers 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● In this unit, students will only be writing ONE book for the whole month. 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 4, 5, 6	1.1, 1.2, 1.4, 1.5, 2.1, 2.7	W3A2 W2A2 W1A2a, c-d	W 2.2 W2.5

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Nonfiction Writing: Procedures and Reports	Timeline: December
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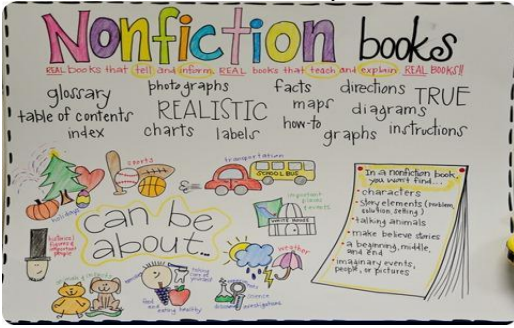
Big Idea: Writers will create a rough plan of how the book will be organized including a table of contents and sequentially organized topics

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Create a rough plan for how the book will be organized ● Include a table of contents ● Write about topics that are sequentially organized 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students to choose one topic to research and write about. ● Teach students to create a rough plan of how their book will go. ● Demonstrate and teach students how to create a table of contents. <ul style="list-style-type: none"> ○ Students should write more than one version of their table of contents. ○ The table of contents should list the big categories of information that the child imagines teaching people. ● Teach students to write about topics that are sequentially organized. ● Write your own informational text in order to show students how to break their writing up into subtopics.

<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation ● Writer's notebooks ● Cold write
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● One on one ● Small group work ● Reteach table of contents ● For ELL students- For beginning students who are not yet ready to write complete sentences, consider having students produce a book with vocabulary by topic organized with a table of contents and labeled illustrations. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Students can start writing in chapter format.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit Four Expert Projects: Informational Writing ● The Continuum of Literacy Learning ● Units of Study: Book 6 Nonfiction Writing: Procedures and Reports ● 2nd Grade Writers 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● This is a great time to go over text features and talk about table of contents, subtopics and headings. 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 4, 5, 6	1.1, 1.2, 1.4, 1.5, 2.1, 2.7	W3A2 W2A2 W1A2a, c-d	W 2.2 W2.5

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Nonfiction Writing: Procedures and Reports	Timeline: December
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Big Idea: Writers will write in ways that reach and teach an audience with research

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Write in ways that reach and teach and audience ● Learn to not only write, but to research ● Learn to elaborate on the information they know 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students to look over their writing and ask questions like "What kind of writing will this probably be?" <ul style="list-style-type: none"> ○ Is it how to writing, narrative writing, or persuasive writing? ○ Remind students of what kind of paper they should use for the type of writing. ● Teach students how to make a booklet for their writing that matches the kind of text for each chapter. ● Teach students to jot lists of what information goes in which chapter. ● Teach students to elaborate or support their information by using sources of information to defend their claims on a topic.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation ● Writer's notebooks ● Cold write
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● One on one ● Small group work 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Students can create an introduction to their book that draws the readers into the topic.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit Four Expert Projects: Informational Writing ● The Continuum of Literacy Learning ● Units of Study: Book 6 Nonfiction Writing: Procedures and Reports ● 2nd Grade Writers 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● This work is complex and the good news is that some writers can make a fairly simple plan and then get started writing, while others can learn about more complex ways to plan the structure of their book.
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 4, 6	1.1, 1.2, 1.5, 1.8, 2.1, 2.2, 2.3	W3A2a	W 2.7 SL 2.3

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Nonfiction Writing: Procedures and Reports	Timeline: December
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Big Idea: Writers will reread, revise, edit and publish their work for readers

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Reread stories to improve their writing ● Revise right from the start to improve writing ● Expand information by adding details or examples ● Delete words or sentences that do not make sense ● Use reference tools to edit for spelling (ex. charts, word walls, books, spelling patterns list) ● Edit stories for punctuation, capitalization and spelling ● Publish an informational draft <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Form upper- and lowercase letters efficiently and proportionately in manuscript print ● Form lowercase letters efficiently and proportionately in cursive ● Write their name in cursive 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children that writers reread their piece when they are finished. We don't say, 'We're done!' We read our writing to decide what we can do to make it better. We add things, we take things away, and we change things until our writing piece is the very best it can be. ● Teach children that not only can you revise using sticky notes, strips and flaps to add into your booklets, but also by trying a second draft! You might rewrite your entire book or chapter inside your book. ● Teach children that other writers can help you revise your words. Your partner will be listening and asking questions like 'But I don't understand. What do you mean?' or 'Why is this important?' This will help you notice what other information to include. ● Teach children to search for words that need to be fixed up and spelled better (snap words). You can use tools such as, the word wall, charts in the room, what you already know about vowel patterns and chunks, or you might even turn to books about your topic to help you spell words the best you can. ● Teach children that when we edit our writing we will want to look at how we used punctuation to make sure that our thoughts and ideas are clear to the reader. ● Create a simple publishing party which celebrates student successes. Pieces should NOT be revised and edited by the teacher! <p>Handwriting Skills:</p> <ul style="list-style-type: none"> ● Teacher will model Handwriting Objectives during Interactive Writing ● Explicitly teach skills listed in Weeks 13-16 in Handwriting
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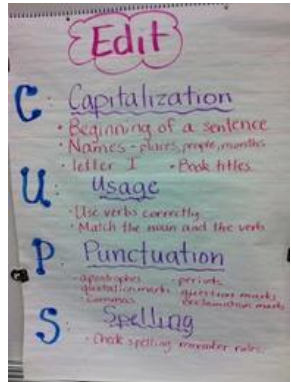
	<p>Without Tears Teaching Guide</p> <ul style="list-style-type: none">○ Review Lowercase u, i, e, l, k, y, j, f, q, x, z○ Review Diver letters: p, r, n, m, h, b○ Review Numbers○ Cursive Letters c, a, d, g, h, t, p
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Check for understanding regarding the revision and editing process● Observe and note current strategies your students use to revise/edit● Observe when students choose to revise their piece (Do they only revise when directed or is the student making revisions throughout the writing process?)● Note students' independent comfort level when revising/editing (independent or dependent on partner or teacher?)● Conferring notes● Complete a cold informational piece after the unit. Compare the piece to earlier compositions.
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Use a purple marker for revising● Use a red marker for editing● Include word lists in writing folder● Interactive writing● Small group instruction/Conferences● For ELL students- During the publishing party, avoid forcing students to share who are not yet comfortable talking in front of a crowd.	<p>Enrichment:</p> <ul style="list-style-type: none">●
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<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar- Unit Four Expert Projects:Informational Writing● The Continuum of Literacy Learning● Units of Study: Book 6 Nonfiction Writing: Procedures and	<p>Teacher Notes:</p>
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<ul style="list-style-type: none"> Reports • 2nd Grade Writers 	
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 4, 5, 6	2.1, 2.2, 2.3	W2.5	W1A2a,c-d

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GRAMMAR	Grade: 2	Unit of Study: Nonfiction Writing: Procedures and Reports	Timeline: December
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Big Idea: Writers will use capitals for a heading or emphasis in writing

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use capitals for a heading or emphasis ● Write sentences using past, present and future tense ● Use a range of complete sentences: declarative, interrogative, exclamatory ● Use nouns and pronouns that are in agreement ● Use subject verb and agreement in simple sentences ● Use capitals for the beginning of sentences and proper nouns ● Use appropriate punctuation marks for endings 	<p>Suggested Learning Activities:</p> <p>During Writer’s Workshop mini-lessons and Interactive Writing, the teacher will model and explicitly teach:</p> <ul style="list-style-type: none"> ● How to use capitals for a heading ● How to use capitals for emphasis <p>Additional Activities:</p> <ul style="list-style-type: none"> ● Teach children how to capitalize the important words in titles, headings, and subheadings. Look for examples in mentor texts. Compare words that are capitalized and words that are not capitalized. ● Read students various titles, headings, and subheadings from mentor texts. Have the students record each phrase on their whiteboards. Compare their answer to the title or heading the author used. Ask, ‘Did you capitalize the same words as the author? Why did the author use a capital for this word?’ ● Teach children that authors can use bold, capital letters to emphasize a word or phrase. Find examples in mentor texts. Determine why the author used capitals letters (ex. to show a feeling, a sound, an important word).
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation ● Writer’s notebooks ● Cold write
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● One on one ● Small group work 	<p>Enrichment:</p> <ul style="list-style-type: none"> ●
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<p>Resources:</p> <ul style="list-style-type: none"> ● Units of Study: Book 6 Nonfiction Writing: Procedures and Reports ● Curricular Calendar: Unit 4 Expert Projects: Informational Writing ● Second Grade Writers 	<p>Teacher Notes:</p>  <p>The poster 'What gets a capital letter?' is divided into several sections with examples and illustrations:</p> <ul style="list-style-type: none"> names of people: Tom, Jon names of places: Disneyland, McDonald's names of pets: Rex, Fluffy months of the year: January, July, February, August, March, September, April, October, May, November, June, December days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday at the beginning of a sentence: My dog found her bone. the word 'I': May I have some gum? names of holidays: Christmas, Valentine's Day, Thanksgiving, Memorial Day
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	Nonlinguistic Representation	Cooperative Learning	X	Equity	Research
X	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses	Cues, Questions, and Advance Organizers		Technology	X Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	2.1	W2.5 W2E.2b	W1A.2a, c-d L.2.2a-e

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WORD WORKS/ PHONICS/ SPELLING	Grade: 2	Unit of Study: Nonfiction Writing: Procedures and Reports	Timeline: December (continued in January)
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Big Idea: Students will utilize these skills in their daily work

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use diphthongs ● Use ambiguous vowel patterns ● Use complex blends ● Use contractions ● Use high frequency words in daily work ● Practice sorting independently ● Work in word work groups and create sorts with partners ● Meet with teacher in word work groups to learn and understand word work sort 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students how to identify and use diphthongs (oi,oy, ou, ow,). Model how to identify diphthongs and use them in writing. ● Teach students how to identify and use ambiguous vowel patterns (aw, au, wa, al). Model how to identify ambiguous vowels and use them in writing. ● Teach students complex blends (shr, spl, spr, squ, str, thr). Model how to sound out and say these complex blends. ● Teach students how to identify and use contractions with am (I'm), is (he's), will (I'll), not (can't). Model what two words make up each contraction. <ul style="list-style-type: none"> ○ Discuss what letter is replaced by the apostrophe.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Daily written work ● Conferring ● Cold write ● Spelling Inventory ● High Frequency Word list
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Small group work ● Individual work ● Play contraction matching games. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Student can create games for each skill
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<ul style="list-style-type: none"> • Hunt for contractions in daily reading. • Review sorting • Words Their Way games • Songs • Poems • For ELL students- Students may have some difficulty hearing all of the sounds. If students are having difficulty hearing all three sounds in a blend, ask the ELL teacher for assistance. 	
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<p>Resources:</p> <ul style="list-style-type: none"> • Words Their Way: Within Word Pattern- Sorts 30, 31, 33, 34 • The Continuum of Literacy Learning: Phonics, Spelling and Word Study Grade 2 • Rigby Phonics Charts <ul style="list-style-type: none"> ○ Diphthongs: Barnyard Town; Writing Assignment ○ Ambiguous Vowels: The Naughty Kitten; All Talkers ○ Contractions: Tommy Tootle; Sylvie Snook, New Cook ○ Complex Blends: Ring the Bell • Fountas and Pinnell High Frequency Words List 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Continue work with high frequency words in daily work. • Continue to assess students with word work assessments and form sort groups based on assessment .
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	1.5, 2.1	W1A2a,c-d W2E.2e	SL 2.4 L.2.1a-f

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READERS WORKSHOP	Grade: 2	Unit of Study: Series Reading and Cross Genre Reading Clubs	Timeline: January
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Big Idea: Readers read series books and identify predictable plots and character patterns

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Notice predictable patterns throughout a particular series of books (ex. introduction of problems, how a character gets into trouble, the struggle between the protagonist and antagonist, events which lead to a resolutions, moral of the story) • Notice predictable character traits throughout a particular series of books (ex. how the character’s feelings change, actions which lead to trouble, outside and inside traits) • Generate predictions based on plot and character patterns • Follow and remember a series of events over a longer text in order to understand the ending • Identify important ideas in a text and record their thinking (ex. sticky notes, graphic organizer, storyboard) 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Teach children that series books have predictable patterns. Today I want to teach you that when we read a series book, we are on the lookout for patterns—for how a particular series goes. Does the character usually run into problems right away? Does she tend to act in similar ways? When we notice one, we ask ourselves, ‘Why is this pattern happening?’ • Today I want to teach you that as we read, we pay attention to certain things, like parts where the main character experiences trouble, seems to change, or experiences a big feeling. We can put Post-its on those parts in our books and ask ourselves, ‘Why is this happening?’ • Readers, we already know that series are full of patterns. Today I want to teach you that when we pay close attention to those patterns, we can use them to predict what will happen next in the story. We can say, ‘I bet this part means that _____ will _____.’ • Today I want to teach you that when we finish a chapter or a chunk of text, we can stop and make sure we are accumulating the story. One way we can do this is to ask ourselves, ‘What is going on with my character so far?’ or ‘What do I know about my character so far?’ ” We can keep track of our thoughts by jotting them on a Post-it or using a graphic organizer, such as a T-chart or a storyboard.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Listen to partner conversations • Stop and jot notes • Graphic organizers
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<ul style="list-style-type: none"> ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> ● Running records ● TC Benchmarks ● Conferring notes ● Reading response notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Strategy groups ● Individual conferences ● Give the students prompt cards to guide them through independent stop and jot notes 	<p>Enrichment:</p> <ul style="list-style-type: none"> ●
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar: Unit 5 Series Reading and Cross Genre Reading Clubs ● The Continuum of Literacy Learning 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Refer to December notes regarding book clubs ● Organize book baskets in your classroom library that will support series reading. ● Collect series books that will support students' "Just Right" reading level. ● Prepare Series Book Clubs (ex. Frog and Toad, Henry and Mudge, Cam Jansen, Ready Freddy, A-Z Mystery)
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards	
CA 1, 2, 3, 4, 5, 6, 7	1.1, 1.2, 1.6, 2.1, 2.2, 2.3, 3.1, 3.3	R1H.2.a-d R2C.2.a-d R2A.2 R1D.2 LS1B.2	RL.2.1 RL.2.3 RL.2.5 RL.2.7 RL.2.10	SL.2.1.a-c SL.2.2 SL.2.3 SL.2.6

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READERS WORKSHOP	Grade: 2	Unit of Study: Series Reading and Cross Genre Reading	Timeline: January
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Big Idea: Readers respond to similarities and differences in books that are in a series in reading clubs

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Respond to character actions and traits ● Respond to how two or more books in a series are similar and different ● Record their thinking to share with others: <ul style="list-style-type: none"> ○ Use evidence from the text to support thinking ○ List significant events in a story ○ Describe or illustrate characters' feelings and motivations, inferring them from the text ○ Describe or sketch important ideas in a text ● Participate in book club conversations by preparing thoughts, asking questions, sharing opinions, listening to other's point of view, and developing new ideas 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Today I want to teach you that when we read on our own or with a partner, we think about how different books in the series go together. We can ask, 'Did one happen first?' 'Did the character learn something in one book that he or she uses in the next?' 'Do other characters come back?' We can talk about the things that are the same and different in each book. ● Just like in everyday conversations, we work hard to make sure we understand what our partner is saying. As he or she talks, we listen actively. If we don't understand something, we ask, 'What do you mean?' Or if we want to understand our partner's thinking more deeply, we might say, 'Why do you think that is important?' ● Readers, we know that characters, like people, aren't always one way—even if they are often predictable. This is because characters are complex. Today I want to teach you that as we talk and learn about characters, we can use this knowledge to challenge and revise our thinking or perceptions about a character. Instead of saying, 'Pinky always,' we might say, 'Sometimes he _____.' ● Readers, today I want to teach you that when we come to the end of a book, our work is just beginning. When we end a book, we can reflect on our reading by asking, 'What was the whole book about?' or 'Was the author trying to teach us something?' Then we go back to the text and find evidence in the book that supports our thinking. We share our thoughts and evidence with our club members.
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Speaking/Listening Objectives:	Assessment for Learning:
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<ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none">● Listen to partner conversations● Stop and jot notes● Graphic organizers● Running records● TC Benchmarks● Conferring notes● Reading response notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Strategy groups● Individual conferences● Book club conferences● Prompt cards to guide conversations (see teacher notes)	<p>Enrichment:</p> <ul style="list-style-type: none">● Students can record their text to self, text to text, and text to world connections on graphic organizers● Club members can compare and contrast their connections and notice when their schema grows and/or changes
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<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar: Unit 5 Series Reading and Cross Genre Reading Clubs● The Continuum of Literacy Learning● Collins, Kathy. <i>Reading for Real</i>	<p>Teacher Notes:</p> <ul style="list-style-type: none">● Refer to December notes regarding book clubs
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	<p><i>Ways We Can Partner Talk...</i></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 5px;">I'm thinking...</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 5px;">I'm noticing...</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 5px;">I'm wondering...</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 5px;">I can't believe...</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 5px;">This part reminds me of...</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 5px;">This is confusing because...</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 5px;">I like this part because...</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 5px;">Why...</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 5px;">I think the character is feeling _____ because...</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 5px;">I think _____ will happen next because...</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 5px;">We finished our book now let's retell using our retelling bookmark!</div> </div>
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STICKY NOTES
can be used during
Reading to Mark:

- an Interesting part
- a Prediction
- something to Infer to understand the text
- your Connections to the text
- Words you need help with
- a new Fact you learned
- a part you don't Understand
- Thoughts you have about the text
- Words or Phrases you want to use in your writing
- your Favorite part
- a Question you may have

Be sure to write the page numbers on the notes. Place the stickies into your Reader's Notebook on a page with the title of the book and the date you finished it.

Marzano Strategies:

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Equity/Workplace Readiness

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 4, 5, 6, 7	1.1, 1.2, 1.6, 2.1, 2.2, 2.3, 3.1, 3.3	R1H.2.a-d R2C.2.a-d R2A.2 R1D.2 LS1B.2 RH1.2.c	RL.2.1 SL.2.1.a-c RL.2.3 SL.2.2 RL.2.5 SL.2.3 RL.2.6 SL.2.6 RL.2.7 RL.2.10

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READERS WORKSHOP	Grade: 2	Unit of Study: Series Reading and Cross Genre Reading Clubs	Timeline: January
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Big Idea: Readers read across genres to find out more information that fits with fictional stories

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Learn how series books can lead a reader to learn about a new nonfiction topic● Identify factual information in a fictional text● Ask and collect questions about a nonfiction topic related to a fictional text and research the answers● Return to their series books to evaluate how their knowledge has grown and/or changed after researching a topic● Investigate nonfiction topics to share with their reading club● Examine questions, search for answers, and discuss findings with club members● Work with club members to prepare a simple group presentation to share new learning with the class (ex. fact vs. fiction poster, collection of series books and related nonfiction texts, book talks, book reviews)	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Readers, sometimes reading one book can lead us to wonder about new topics. Today I want to teach you that when you find yourself wondering about something as you read your series book, you can stop and say, 'I want to learn more about that!' While reading and talking about our series books, we may wonder things like, 'What kind of place is this?' or 'Who are/were these people?' or 'What is life like for _____?' This can help us find topics we may want to learn more about.● Today I want to remind you that we can go back and forth between books to find out how all the new information we're learning makes us feel and think about a topic. After reading a nonfiction text on a topic, we can go back to the series book that introduced the topic and see how the new information changes our ideas or helps us grow new ones.● Today I want to teach you that there are many different ways we can research the answers to our questions. After we read our fiction books and collect many questions about different things, we have to look over these questions, together, in our clubs and think about which ones we can find the answers to quickly and which ones we may have to study more by collecting information.● In our clubs, we talked about our series books and how they led us to new topics and information on those topics. Today I want to teach you that in our conversations, we use all the information we've learned to teach others and to talk smart about our topics. That is, we talk with our club members using explaining language and any specific information or new vocabulary we may have learned. We can ask each other, 'Did you know that
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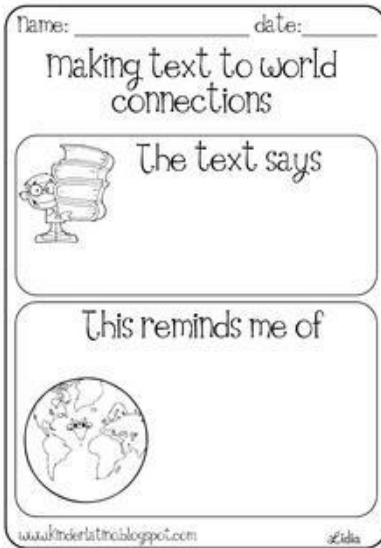
	_____?’ or explain, ‘I read this part and started to wonder _____. Then I found out _____.’
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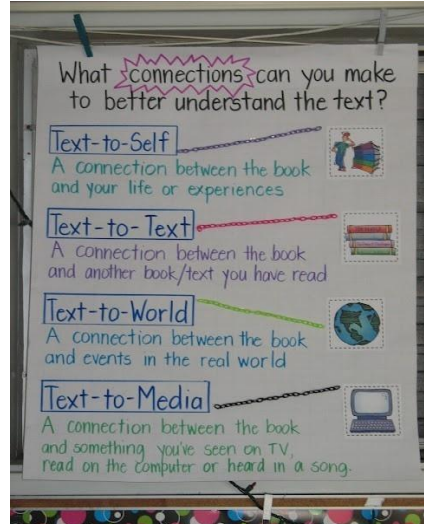
<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Listen to partner conversations ● Stop and jot notes ● Graphic organizers ● Running records ● TC Benchmarks ● Conferring notes ● Reading response notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Strategy groups ● Individual conferences ● Book club conferences ● Prompt cards to guide conversations ● Graphic organizers 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Research nonfiction topics on the internet ● Book reviews to support Writer’s Workshop
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar: Unit 5 Series Reading and Cross Genre Reading Clubs ● The Continuum of Literacy Learning ● Collins, Kathy. <i>Reading for Real</i> 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Provide materials for club members to jot “I wonder” questions, research answers, and share new knowledge (ex. sticky notes, journal paper, chart paper, nonfiction texts, graphic organizers)
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Marzano Strategies:

Marzano Strategies:				Equity/Workplace Readiness					
X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 4, 5, 6, 7	1.1, 1.2, 1.6, 2.1, 2.2, 2.3, 3.1, 3.3	R1H.2.a-d R11.2.a R2C.2.a-d LS1B.2 R1D.2 RH1.2.c R2A.2 LS2A.2 R3C.2.a-g R3C.3.g	RL.2.1 SL.2.1.a-c RL.2.10 SL.2.2 RL.2.7 SL.2.3 RI.2.1 SL.2.4 RI.2.3 SL.2.6 RI.2.9 RI.2.10

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INTERACTIVE READ ALOUD	Grade: 2	Unit of Study: Series Reading and Cross Genre Reading Clubs	Timeline: January
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Big Idea: Readers will use sensory images to connect to and comprehend a text


Learning Objectives:

The student will:

- Create mental images during and after reading
- Use prior knowledge to create sensory images (hear, touch, taste, see, and smell)
- Use sensory images to draw conclusions and make inferences
- Adapt their images in response to the images shared by others
- Use various synonyms to describe sensory images
- Create emotional connections to the text based on prior knowledge
- Evaluate the characters' dialogue and actions to make emotional connections to the text

Suggested Learning Activities:

- Create sensory experiences for your students. Teach students how to use describing words to explain what they see, hear, feel, smell, and taste (ex. popping popcorn, riding a bus, playing in the snow, eating an apple).
- Create a five senses book or poster.



Winter

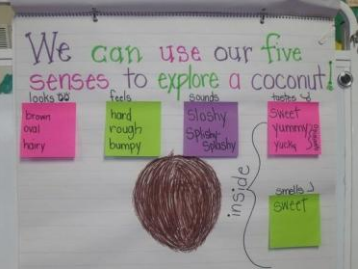
Looks like _____

Feels like _____

Smells like _____

Tastes like _____

Sounds like _____



- Read texts or poems with rich, descriptive language. Avoid showing the illustrations to the students. Have the students sketch the mental images they envisioned while you read the text. Have them add describing words to explain what they heard, smelled, felt, and tasted during the read aloud.
- As you read aloud, pause to look up from the text and say, 'I'm trying to imagine in my mind what this looks like. I've never been to this school, but I'm kind of picturing it is like our school—brown brick, one story tall—I'll read on and see....' As you read on about the school, it's likely that new information in the text will lead you to revise your initial mental pictures.
- Teach students that you can use your facial expressions and body to look like the character as well as make sure your voice

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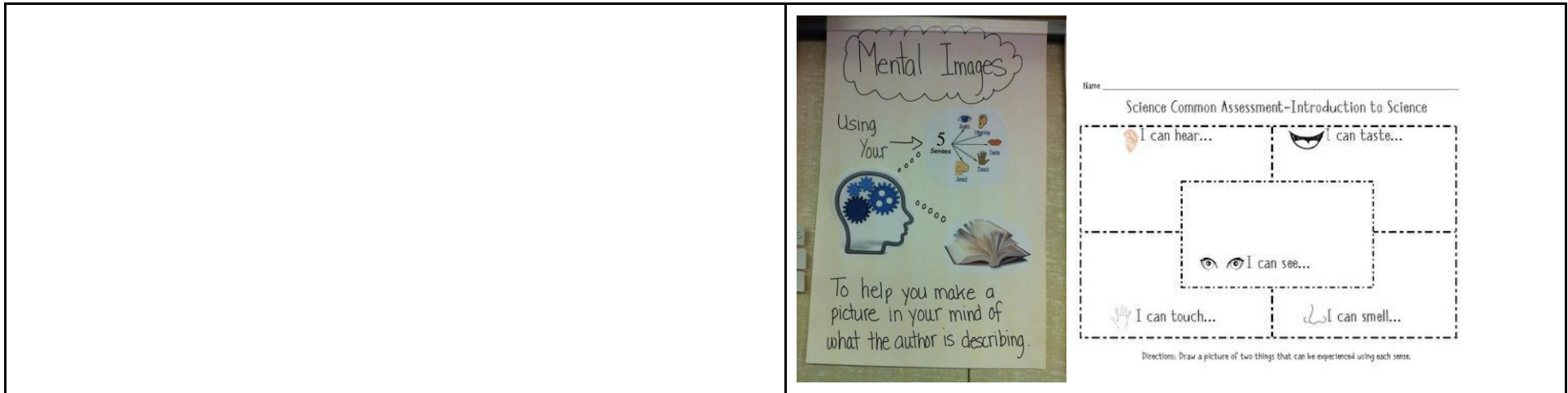
	matches the character. You can read a section and then stop and say, 'Now become the character.' Have partners role play.
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Speaking/Listening Objectives: <ul style="list-style-type: none">• Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.• Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.• Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.• Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.• Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Assessment for Learning: <ul style="list-style-type: none">• Listen to partner conversations• Stop and jot notes• Graphic organizers• Running records• TC Benchmarks• Conferring notes• Reading response notebook
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Re-teaching: <ul style="list-style-type: none">• Strategy groups and individual conferences• Have students sort pictures under sensory headings• Play a CD of sounds (ex. beach, jungle, a game). Have students describe what they hear and infer the setting based on auditory clues.	Enrichment: <ul style="list-style-type: none">•
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Resources: <ul style="list-style-type: none">• Curricular Calendar: Unit 5 Series Reading and Cross Genre Reading Clubs• The Continuum of Literacy Learning• Miller, Debbie. <i>Reading with Meaning</i>	Teacher Notes:
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Marzano Strategies:

Marzano Strategies:				Equity/Workplace Readiness					
X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations		Common Core State Standards	
CA 1, 2, 3, 4, 5, 6, 7	1.1, 1.2, 1.6, 2.1, 2.2, 2.3, 3.1, 3.3	R1H.2.a-d R2B.2 R2C.6.e R2A.2 R2C.2.d LS1B.2	LS2A.2 R1E.2.a-c	RL.2.1 RL.2.4 RL.2.6 RL.2.7 SL.2.1.a-c SL.2.2	SL.2.3 SL.2.4 SL.2.6 L.2.6

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SHARED READING	Grade: 2	Unit of Study: Series Reading and Cross Genre Reading Clubs	Timeline: January
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Big Idea: Readers will learn accuracy, fluency, and comprehension strategies

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none"> ● Recognize when texts are realistic, fantasy, or true informational texts and read them differently as appropriate ● Use multiple sources of information to monitor reading accuracy, pronunciation, and understanding of words ● Infer a character’s feelings or motivations as preparation for reading in the character’s voice ● Fiction text: <ul style="list-style-type: none"> ○ Analyze how character’s feelings change throughout the story ○ Discuss themes throughout a series ○ Think beyond the text by making mental images, text connections, and predictions ● Nonfiction text: <ul style="list-style-type: none"> ○ Refer to the series book that introduced the nonfiction topic ○ Research answers to questions ● Comprehension strategies: <ul style="list-style-type: none"> ○ Compare and contrast: <ul style="list-style-type: none"> ■ Talk about the connections between the illustrations and the text ■ Make connections between texts that have been read or heard before ■ Understand fiction as stories that are not real and nonfiction as texts that provide real information ■ Understand realistic fiction as stories that could be real and fantasy stories that could not be real ○ Main idea and details: <ul style="list-style-type: none"> ■ Identify the topic sentence and supporting details 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Make sure you are teaching your students a variety of strategies to solve words. During shared reading, teach students to use what they know about other words to read new words. For example, if you know the word <i>scream</i>, it can help you read the words <i>scroll</i> and <i>cream</i>. Teach students that when they are stuck on a word to not give up, but instead to try another strategy. ● Revisit a past read aloud text by copying a page or two onto an overhead or chart paper. Have students join you in reading with expression and intonation. Partners can take turns reading a part to each other and then giving each other feedback. For example, they might read aloud the page from <i>Henry and Mudge</i>. One child can read and then her partner can tell her what she did well or what she could do better. He could say, ‘I like how you made Henry sound kind of whiney when he asked for the dog. But I think Henry’s parents might sound a little annoyed. Try reading the dialogue in a more annoyed voice.’ ● Teach students the similarities and differences between two genres of reading. Compare and contrast two genres (pick familiar read alouds) by using a two-column chart or venn diagram to record students’ thinking. Have students choose two books from their book box to chart their similarities and differences and share with their reading partner. ● Use a familiar nonfiction text, to teach students how to summarize ideas in a text. Use a story web to map out the main idea and supporting details the text is teaching the reader. ● Demonstrate how readers use the information they have learned in a text to ask questions and research answers. Have the class generate a list of questions they had after reading a text.
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<ul style="list-style-type: none"> ■ Summarize ideas of a text and tell how they are related 	<p>Students can research the answer and record them on sticky notes throughout the week.</p>
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Listen to partner conversations ● Stop and Jot notes ● Reading response journals ● Graphic organizers ● Running records ● TC Benchmarks
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Small group accuracy, fluency, comprehension, and vocabulary lessons based on your students' needs ● Strategy groups and individual conferences ● Graphic Organizers ● KWL Charts 	<p>Enrichment:</p> <ul style="list-style-type: none"> ●
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar: Unit 5 Series Reading and Cross Genre Reading Clubs ● The Continuum of Literacy Learning 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● The books, songs, and poems you choose should support your current word work instruction.
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Marzano Strategies:

Marzano Strategies:				Equity/Workplace Readiness					
X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 4, 5, 6, 7	1.1, 1.2, 1.6, 2.1, 2.2, 2.3, 3.1, 3.3	R1H.2.a-d R2C.2.a-d R2C.6.e R2A.2 R1D.2 R3C.2.a-g, i RIC.2	R1G.2.c LS1B.2 R1H.2.b, d R1E.2.a-c
			RL.2.1 RL.2.3 RL.2.6 RL.2.7 RL.2.10 RI.2.2 RI.2.1 RI.2.6 RI.2.8 RI.2.10
			RF.2.3.a-f RF.2.4.a-c SL.2.1.a-c SL.2.2 SL.2.3 SL.2.6 L.2.4.a-e L.2.6

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THINKING STRATEGY	Grade: 2	Unit of Study: Series Reading and Cross Genre Reading Clubs	Timeline: January
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Big Idea: Readers will visualize to strengthen their inferential thinking

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Visualize to fill in missing information ● Merge prior experience and the text to create visual images ● Use all the senses to comprehend text 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Using a wordless picture book-show how to take clues that are revealed in the illustrations and combine them with the missing pictures we create in our minds to make meaning. This helps readers build meaning as they go. ● Read aloud an excerpt of an article (ex. National Geographic article on sea turtles) and have the students respond in writing with I see, I hear, I can feel, I smell, I can taste. Well written texts allows us to taste, touch, hear, and smell images as well as see them as we read. ● Read a passage out loud to the group and ask them to close their eyes and visualize the scene. Then ask students what they are visualizing. Have students sketch the picture. Have students share their pictures and discuss what they saw. Students will most likely use prior experience plus new knowledge in their sketch.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Reading response journals ● Graphic organizers ● Whole group conversations ● Sketches from visualizing lessons ● Sketches on sticky notes
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situation in order to provide requested detail or clarification.	
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Re-teaching: <ul style="list-style-type: none"> ● Play music and have them listen to it and have them draw a picture of what they heard. ● Use a paper bag and put items in it that are different textures and different sizes. Have student pull an item and without looking at it-have the students talk about what it feels like and then have them guess what it is. 	Enrichment: <ul style="list-style-type: none"> ●
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Resources: <ul style="list-style-type: none"> ● Strategies That Work ● Mosaic of Thought 	Teacher Notes: <div style="text-align: center; margin-top: 20px;"> <p>My mental image Name: _____</p> </div>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning		Equity	X	Research
	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 5, 6	1.1, 1.2	R2A.2	RL 2.7

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Opinion Writing: Persuasive Reviews	Timeline: January
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Big Idea: Writers will determine the author's purpose by organizing supporting details

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Determine the author's purpose● Organize supporting details	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that we all have passions, likes and dislikes. When we love something, we try to convince others to try it because we want them to love it as well. When we don't like something, we try to caution others to keep away.● Teach students that writers write to share our opinions with the world. We write about people, places and things we like and don't like.● Teach students it is important to think about who we are writing our reviews for. We think, "Are we writing the review for a grown-up or another child? Is my audience music lovers, other avid readers, expert game players, etc.?"● Teach students to think, "How can I convince my audience? What details and reasons will persuade them? What do they need to know?" We write lots of reasons and details to support our argument.● Teach students to write their reviews like they are talking to the reader. Practice what they are going to write in their mind or touch the pages to plan out their writing.
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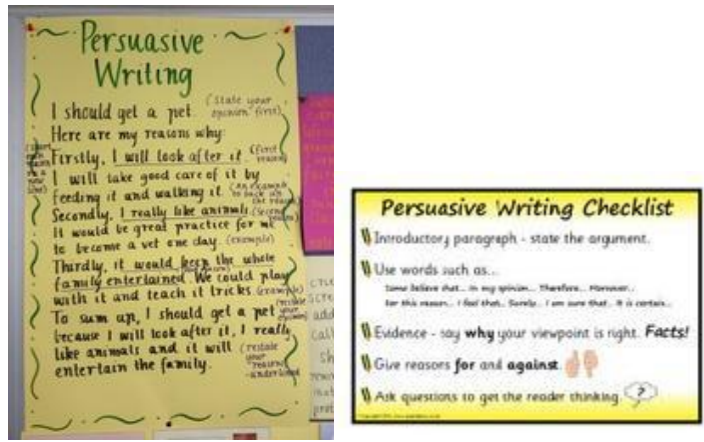
<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Follow agreed-upon rules for discussion.● Build on others' talk in conversations by linking their comments to the remarks of others.● Ask for clarification and further explanation as needed about the topics and texts under discussion.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring notes● Observe partner conversations● Writer's notebooks● Record sheet for goal setting
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- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- Resources:**
- Curricular Calendar- Unit 5: Opinion Writing: Persuasive Reviews
 - Second Grade Writers- Unit 2: Writing for Change; Unit 3: Writing a Book Review

Teacher Notes:



The image shows a student's handwritten persuasive writing piece titled "Persuasive Writing" with various annotations in different colors. The text reads: "I should get a pet. Here are my reasons why: Firstly, I will look after it. I will take good care of it by feeding it and walking it. Secondly, I really like animals. It would be great practice for me to become a vet one day. Thirdly, it would keep the whole family entertained. We could play with it and teach it tricks. To sum up, I should get a pet because I will look after it, I really like animals and it will entertain the family." Annotations include "State your opinion first", "Good reason", "An example of how to do it", "Give reasons", "State your opinion", "Use words such as", "Evidence", "Give reasons for and against", and "Ask questions to get the reader thinking".

Next to the student work is a "Persuasive Writing Checklist" graphic with the following items:

- ✓ Introductory paragraph - state the argument.
- ✓ Use words such as... (I believe that... In my opinion... Therefore... However... For this reason... I feel that... Surely... I am sure that... It is certain...)
- ✓ Evidence - say why your viewpoint is right. Facts!
- ✓ Give reasons for and against.
- ✓ Ask questions to get the reader thinking.

Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	1.1, 1.2	W3A2, W2A.2, W2C2a	W2.1

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Opinion Writing- Persuasive Reviews	Timeline: January
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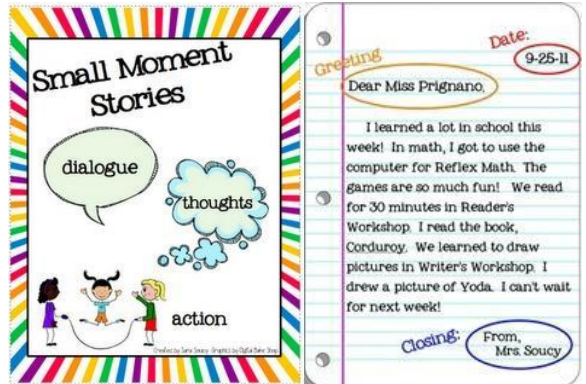
Big Idea: Writers will try different genres forms or tools to help support their cause

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Try different genres forms or tools to help support their cause	<p>Learning Activities:</p> <ul style="list-style-type: none">• Teach students we can also include a small moment story that tells our experience.• Teacher students to use poetry or songs to express their opinion and ideas to the audience.• Teach students that in order to be more convincing, sometimes it helps to add details to the most important parts of the mini-story. We also might go back and add these details to a letter.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.• Follow agreed-upon rules for discussion.• Build on others' talk in conversations by linking their comments to the remarks of others.• Ask for clarification and further explanation as needed about the topics and texts under discussion.• Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.• Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Conferring notes• Observe partner conversations• Writer's notebooks• Record sheet for goal setting
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Re-teaching: <ul style="list-style-type: none"> ● Individual conferencing ● Small group instruction ● Review of different genres 	Enrichment: <ul style="list-style-type: none"> ●
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Resources: <ul style="list-style-type: none"> ● Curricular Calendar- Unit 5: Opinion Writing: Persuasive Reviews ● Second Grade Writers- Unit 2: Writing for Change; Unit 3: Writing a Book Review 	Teacher Notes: 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Opinion Writing- Persuasive Reviews	Timeline: January
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Big Idea: Writers will give specific examples to support their opinions


<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Give specific examples to support their opinions • Try different introductions to pick the most persuasive 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Writers remember when we wrote how-to-books, we made sure to include all the things our reader would need to know? Well, when writing reviews, we also need to think about our readers. Teach students to reread each review before we start new ones. Writers reread and find places where we may have left out a word or idea. • Teach students to describe by using lots of details and precise language to help our reader envision our experiences. We can use our senses to describe the atmosphere and foods and actions to explain scenes in video games, books or movies. We can use character traits to describe people. We may even try show-not tell to describe the way songs, books and movies make us feel. • Teach students to look back at artifacts to spark a memory of the experience. • Teach students to use mentor reviews to notice what they do in their writing. • Teach students to not only include reasons, but to also give examples, specific details and make comparisons. • Teach students that writers do everything to convince their audience to agree with our opinion. Some writers build credibility in our introductions by writing something interesting or a quote from an expert or character. Writers often try out different introductions to pick the introduction that sounds the most impressive or persuasive.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Conferring notes • Observe partner conversations
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<ul style="list-style-type: none"> adults in small and larger groups. ● Follow agreed-upon rules for discussion. ● Build on others' talk in conversations by linking their comments to the remarks of others. ● Ask for clarification and further explanation as needed about the topics and texts under discussion. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> ● Writer's notebooks ● Record sheet for goal setting
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Individual conferencing ● Small group instruction ● Review opinions ● Review artifacts 	<p>Enrichment:</p> <ul style="list-style-type: none"> ●
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar- Unit 5: Opinion Writing: Persuasive Reviews ● Second Grade Writers- Unit 2: Writing for Change; Unit 3: Writing a Book Review 	<p>Teacher Notes:</p>  <p>The image shows the OREO mnemonic for persuasive writing. It features the OREO logo at the top with the text 'persuasive writing: double stuffed' below it. Below the logo are four stacked Oreo cookies, each with a colored dot and a label: a blue dot for 'O: Opinion', a red dot for 'R: Reasons', a blue dot for 'E: explanations', and a blue dot for 'O: Opinion'.</p>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	1.1, 1.2	W3A2, W2A.2, W2C2a	W2.1

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Opinion Writing: Persuasive Reviews	Timeline: January
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Big Idea: Writers will reread, revise, edit and publish their work for readers

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Reread and revise drafts or rewrite a section to clarify meaning ● Expand information by adding details or examples ● Delete words or sentences that do not make sense ● Understand that other writers can be helpful in the revision process ● Use reference tools to edit for spelling (ex. charts, word walls, books, spelling pattern lists) ● Edit for end punctuation and capitalization ● Understand publishing as the sharing of a piece of writing with an audience <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Form upper- and lowercase letters efficiently and proportionately in manuscript print ● Form lowercase letters efficiently and proportionately in cursive ● Write their name in cursive 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children that writers reread their piece when they are finished. We don't say, 'We're done!' We read our writing to decide what we can do to make it better. We add things, we take things away, and we change things until our writing piece is the very best it can be. ● Teach children that not only can you revise using sticky notes, strips and flaps to add into your booklets, but also by trying a second draft! You might rewrite your entire book or chapter inside your book. ● Teach children that other writers can help you revise your words. Your partner will be listening and asking questions like 'But I don't understand. What do you mean?' or 'Why is this important?' This will help you notice what other information to include. ● Teach children to search for words that need to be fixed up and spelled better (snap words). You can use tools such as, the word wall, charts in the room, what you already know about vowel patterns and chunks, or you might even turn to books about your topic to help you spell words the best you can. ● Teach children that when we edit our writing we will want to look at how we used punctuation to make sure that our thoughts and ideas are clear to the reader. ● Create a simple publishing party which celebrates student successes. <p>Handwriting Skills:</p> <ul style="list-style-type: none"> ● Teacher will model Handwriting Objectives during Interactive Writing ● Explicitly teach skills listed in Weeks 17-20 in Handwriting Without Tears Teaching Guide <ul style="list-style-type: none"> ○ Cursive e, l, f, u, y, i, j
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Follow agreed-upon rules for discussion.● Build on others' talk in conversations by linking their comments to the remarks of others.● Ask for clarification and further explanation as needed about the topics and texts under discussion.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Check for understanding regarding the revision and editing process● Observe and note current strategies your students use to revise/edit● Observe when students choose to revise their piece (Do they only revise when directed or is the student making revisions throughout the writing process?)● Note students' independent comfort level when revising/editing (independent or dependent on partner or teacher?)● Conferring notes● Complete a cold informational piece after the unit. Compare the piece to earlier compositions.
<p>Re-teaching:</p> <ul style="list-style-type: none">● Use a purple marker for revising● Use a red marker for editing● Include word lists in writing folder● Interactive writing● Small group instruction● Individual conferences	<p>Enrichment:</p> <ul style="list-style-type: none">●
<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar- Unit 5: Opinion Writing: Persuasive Reviews● Second Grade Writers- Unit 2: Writing for Change; Unit 3: Writing a Book Review	<p>Teacher Notes:</p> <ul style="list-style-type: none">● <u>Revision</u>: The process of adding, deleting, and rearranging the content of the piece to make the writing more focused and interesting● <u>Editing</u>: The process of proofreading conventions such as spelling, capitals, punctuation, and sentence structure● Create anchor charts as a whole group during mini lessons.

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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	1.1, 1.2	W3A2, W2A.2, W2C2a	W2.1

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GRAMMAR	Grade: 2	Unit of Study: Opinion Writing: Persuasive Reviews	Timeline: January
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Big Idea: Writers will use a comma in the greeting and closing of letters and apostrophes to form contractions and possessives in writing


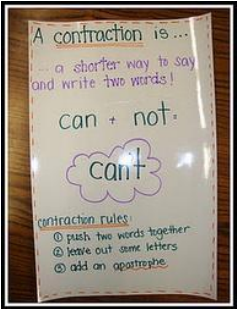
<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use commas in greeting and closing of letters ● Use apostrophes to form contractions and possessives ● Use capitals for a heading or emphasis ● write sentences using past, present and future tense ● Use a range of complete sentences: declarative, interrogative, exclamatory ● Use nouns and pronouns that are in agreement ● Use subject verb and agreement in simple sentences ● Use capitals for the beginning of sentences and proper nouns ● Use appropriate punctuation marks for endings 	<p>Learning Activities:</p> <p>During Writer’s Workshop mini-lessons and Interactive Writing, the teacher will model and explicitly teach:</p> <ul style="list-style-type: none"> ● How to use commas in greeting and closing of letters. ● How to use apostrophes to form contractions and possessives. <p>Additional Activities:</p> <ul style="list-style-type: none"> ● Teach children how to put commas in the greeting and closing of letters. Look for examples in mentor text. ● Practice contractions and the importance of the apostrophe (takes the place of a letter or two). ● Practice possessives and the importance of the apostrophe (shows possession).
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Follow agreed-upon rules for discussion. ● Build on others’ talk in conversations by linking their comments to the remarks of others. ● Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation ● Writer’s notebooks ● Cold write
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<ul style="list-style-type: none"> • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Individual conferences • Small group instruction • Games • Review of concepts 	<p>Enrichment:</p> <ul style="list-style-type: none"> •
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<p>Resources:</p> <ul style="list-style-type: none"> • Curricular Calendar- Unit 5: Opinion Writing: Persuasive Reviews • Second Grade Writers- Unit 2: Writing for Change; Unit 3: Writing a Book Review 	<p>Teacher Notes:</p>  
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	Nonlinguistic Representation	Cooperative Learning	X	Equity	Research
	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses	Cues, Questions, and Advance Organizers		Technology	X Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	1.1, 1.2	W3A2, W2A.2, W2C2a	W2.1

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WORD WORKS/ PHONICS/ SPELLING	Grade: 2	Unit of Study: Opinion Writing: Persuasive Reviews	Timeline: January
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Big Idea: Students will utilize these skills in their daily work

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use diphthongs ● Use ambiguous vowel patterns ● Use complex blends ● Use contractions ● Use high frequency words in daily work ● Practice sorting independently ● Work in word work groups and create sorts with partners ● Meet with teacher in word work groups to learn and understand word work sort 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students how to identify and use diphthongs (oi,oy, ou, ow,). Model how to identify diphthongs and use them in writing. ● Teach students how to identify and use ambiguous vowel patterns (aw, au, wa, al). Model how to identify ambiguous vowels and use them in writing. ● Teach students complex blends (shr, spl, spr, squ, str, thr). Model how to sound out and say these complex blends. ● Teach students how to identify and use contractions with am (I'm), is (he's), will (I'll), not (can't). Model what two words make up each contraction. <ul style="list-style-type: none"> ○ Discuss what letter is replaced by the apostrophe.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Follow agreed-upon rules for discussion. ● Build on others' talk in conversations by linking their comments to the remarks of others. ● Ask for clarification and further explanation as needed about the topics and texts under discussion. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <p>ssment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Daily written work ● Conferring ● Cold write ● Spelling Inventory ● High Frequency Word list
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Small group work ● Individual work ● Play contraction matching games. ● Hunt for contractions in daily reading. ● Review sorting ● Words Their Way games ● Songs 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Students can create games for each skill.
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<p>Resources:</p> <ul style="list-style-type: none"> ● Words Their Way: Within Word Pattern- Sorts 30, 31, 33, 34 ● The Continuum of Literacy Learning: Phonics, Spelling and Word Study Grade 2 ● Rigby Phonics Charts <ul style="list-style-type: none"> ○ Diphthongs: Barnyard Town; Writing Assignment ○ Ambiguous Vowels: The Naughty Kitten; All Talkers ○ Contractions: Tommy Tootle; Sylvie Snook, New Cook ○ Complex Blends: Ring the Bell ● Fountas and Pinnell High Frequency Words List 	<p>Teacher Notes:</p>  <ul style="list-style-type: none"> ●
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	Nonlinguistic Representation	Cooperative Learning	X	Equity	Research
	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses	Cues, Questions, and Advance Organizers		Technology	X Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1,4	1.1, 1.2	W3A2, W2A.2, W2C2a	W2.1

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READERS WORKSHOP	Grade: 2	Unit of Study: Nonfiction Reading Clubs	Timeline: February
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Big Idea: Readers will ask questions, monitor for meaning, and develop new ideas from nonfiction text

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use background knowledge before, during, and after reading to understand a text● Notice how text features align to the content of sections● Monitor for meaning and learn what the author is trying to teach● Analyze how specific sentences and paragraphs of text relate to one another and to the whole text● Read with an explaining voice● Retell the text in their own words● Ask questions and develop new knowledge● Teach others what is learned by identifying the main purpose of a text, including what the author wants to answer, explain, or describe	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students how to activate background knowledge and use the text to confirm to change their thinking. Have each club work on a “Reading and Analyzing Nonfiction”(RAN) chart. Create a chart containing the column headings: What I Think I Know, Oops!, Yes!, New Information, and Wondering. Have members meet and talk about the things they think they know about the topic. Here, the idea they think they know will launch club members into an exploration to confirm (yes!), revise (oops!), add (new information), and question (wondering). This board could become a living part of the work the group does as they move Post-its from one column to another.● Today I want to teach you that we need to come to our club ready to talk about the main ideas about our topic. We can figure out the main idea by noticing the who and the what of the page or part. This helps us name the subject and the action as we read. To find the main idea, we can think, ‘What’s the relationship between the who and the what?’ and ‘How can I say this main idea as a sentence?’● Today I want to teach you that nonfiction readers read closely to find the main ideas in the text. We read the first sentence of a paragraph and ask, ‘What is this saying?’ Then we read on, asking, ‘How does this fit with what’s been said so far?’ to help us find the main idea. Readers take the sentences we’ve read and say what we learned in one short statement.● Today I want to teach you that readers can use sentence starters with question words to help us get ideas. We can ask a question and then push ourselves to answer it. We can use words like, ‘How do . . . ?’ and ‘Why do . . . ?’ and ‘How come. . . ?’
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	<ul style="list-style-type: none">● Today I want to teach you that readers can share our revised thinking with our club members. We can take a fact that we have in the 'I think I know' column of our RAN chart and move it based on what we're now learning. This new information can also help us have an idea.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Listen to partner conversations● Stop and jot notes● Graphic organizers● Running records● TC Benchmarks● Conferring notes● Reading response notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Strategy groups● Individual conferences● Book club conferences● For ELL students- Allow students an opportunity to practice what they want to share before going to book club if you notice that they are not sharing. Remind students to have something prepared because they will need to share but avoid requiring ELLs to share spontaneously if they are not ready. If you find a student struggling with small group work, ask your ELL teacher for suggestions.	<p>Enrichment:</p> <ul style="list-style-type: none">●
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<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar: Unit 6 Nonfiction Reading Clubs● The Continuum of Literacy Learning● Collins, Kathy. <i>Reading for Real</i>	<p>Teacher Notes:</p> <ul style="list-style-type: none">● Prior to start of the month, refer to p.100-104 (Unit 6 Nonfiction Reading Clubs) to help you prepare your library and reading cubs● Each club will need its own basket of just-right texts to read,
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	<p>study, and talk about for each week you'll be in this unit. To prepare these baskets, take stock of your existing library and make plans to restock as needed.</p> <ul style="list-style-type: none"> • At the very start of the month, you'll want to remind children of the rules and protocols that you expect reading clubs to uphold. 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations		Common Core State Standards	
CA 1, 3	1.1, 1.2, 2.1	R1H.2.a-d R3C.2.a-g, i R3A.2 ICTL3.B.2 R1D.2 R1G.2.c	R1F.2.d RH1.2.c LS1.B.2	RI.2.1 RI.2.2 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10	SL.2.1.a-c SL.2.2 SL.2.3 SL.2.6 RF.2.4.a-c

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READERS WORKSHOP	Grade: 2	Unit of Study: Nonfiction Reading Clubs	Timeline: February
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Big Idea: Readers will compare and contrast factual information to acquire new knowledge about the world

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use multiple sources of information to solve and understand key vocabulary words (illustrations, graphics, word parts)● Compare and contrast two texts on the same topic● Create new meaning when comparing information in books to what they already know● Evaluate the differences in texts to come to new understandings● Ask questions to deepen thinking● Describe the connection between a series of historical events, scientific ideas, or concepts● Share their new knowledge with others	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Today I want to teach you that club members can talk about differences in the information we're learning. We can think about why they are different and then what might explain those differences. This can help us come to new understandings about our topics.● Today I want to teach you that club members can use prompts to push our thinking as we compare and contrast. We can say, 'On this page ___ but on this page ___.' or 'In this book ___ but in this book ____'. 'The difference between ___ and ____ is ____.'● Teach students how to synthesize. To model this, you might draw on examples from a class topic, comparing a new fact with something you already know, activating prior knowledge. Imagine your class is studying chimpanzees. You may read from a book, pause, and say, "Chimpanzees use tools to get food. That is a lot like people who live in the wilderness and set traps to catch food." Model how to compare a similarity between two facts.● Teach children to look across their Post-its and ideas, either on the same page or across pages. First, help kids imagine how their ideas or information fit together. Have them place their Post-its side by side. Then have them ask themselves (and their partners), 'How are these the same and how are these different?' As they come up with new ideas, you will want to teach them to read on, to see whether the information fits with their new thoughts and/or ideas. The Post-its will help kids compare information across books.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Listen to partner conversations● Stop and jot notes● Graphic organizers● Running records● TC Benchmarks● Conferring notes● Reading response notebook
<p>Re-teaching:</p> <ul style="list-style-type: none">● Strategy groups● Individual conferences● Book Club conferences● For ELL students- Some ELL students may be silent during new learning activities like comparing and contrasting in book clubs. If students are not participating, encourage them to just listen and be ready to share with you about book clubs. After the book club meets, have the student write down one thought to share about their post-its at the beginning of the next book club. This will give them a chance to prepare. Repeat this until they are comfortable sharing spontaneously. Don't worry if this doesn't happen as long as they are attending to their peers and showing thinking in writing.	<p>Enrichment:</p> <ul style="list-style-type: none">●
<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar: Unit 6 Nonfiction Reading Clubs● The Continuum of Literacy Learning● Collins, Kathy. <i>Reading for Real</i>	<p>Teacher Notes:</p> <ul style="list-style-type: none">● Towards the end of the unit, children will share the expert knowledge they grew as a club and will reflect on how and why others might need to know this information.

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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 4, 5, 6, 7	1.1, 1.2, 2.2, 2.3, 2.4,	R1H.2.a-d R3C.2.a-g R1E.2.a-c R1I.2.a R1D.2 LS1B.2 RH1.2.c	RI.2.1 SL.2.3 RI.2.3 SL.2.6 RI.2.4 L.2.6 RI.2.9 RI.2.10 SL.2.1.a-c SL.2.2

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INTERACTIVE READ ALOUD	Grade: 2	Unit of Study: Nonfiction Reading Clubs	Timeline: February
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Big Idea: Readers will determine the key ideas that are central to the meaning of the text

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Distinguish important from unimportant information to identify key ideas or themes ● Utilizes text features to help distinguish important from unimportant information ● Use their knowledge of important parts to answer questions and synthesize information ● Make text to text, text to self, and text to world connections ● Jot notes and responses to questions and new learning to share with others 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students how to locate the most important parts of the text. Model how you find the information and allow the students to practice in their own text. Teach the following guidelines over many lessons: <ul style="list-style-type: none"> ○ Look carefully at the first and last line in each paragraph ○ Highlight only necessary words and phrases ○ Don't get thrown off by interesting details ○ Make notes in the margins ○ Notice text features that signal important information ● Model how to locate 'Very Important Points' within a text. Have students use sticky notes to mark points in the text they think are significant. Compare the points the students marked. Have them justify their answers using the phrase, 'I chose to mark this point because...' ● Teach students how to distinguish important from unimportant information to identify key ideas or themes in a text. Develop a coding system students can use when writing or reviewing their notes. Example codes include: <ul style="list-style-type: none"> ○ I=Important ○ L=Learned something new ○ *=Interesting/important fact ○ Aha!=Big idea surfaces ○ S=Surprising or shocking
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Listen to partner conversations ● Stop and jot notes ● Graphic organizers
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<ul style="list-style-type: none"> ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> ● Running records ● TC Benchmarks ● Conferring notes ● Reading response notebook
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Re-teaching: <ul style="list-style-type: none"> ● Strategy groups ● Individual conferences ● Graphic Organizers 	Enrichment: <ul style="list-style-type: none"> ● Compare and contrast information across many texts on the same topic ● Develop research papers
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Resources: <ul style="list-style-type: none"> ● Curricular Calendar: Unit 6 Nonfiction Reading Clubs ● The Continuum of Literacy Learning ● Miller, Debbie. <i>Reading with Meaning</i> 	Teacher Notes: <ul style="list-style-type: none"> ● Provide opportunities for students to jot their thinking on Post-its, venn diagrams, two-column charts, webs, and story maps. Have these materials available to use or create during independent work times.
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 4, 6	1.1, 1.2, 1.4, 1.5, 2.2, 2.3	R1H.2.a-d R2C.2.a-d R3C.2.a-g, i R3A.2 ICTL3.B.2 R1D.2 LS1B.2 RH1.2.c	RL.2.1 SL.2.2 RI.2.1 SL.2.3 RI.2.2 SL.2.6 RI.2.5 RI.2.6 RI.2.8 RI.2.10 SL.2.1.a-c

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SHARED READING	Grade: 2	Unit of Study: Nonfiction Reading Clubs	Timeline: February
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Big Idea: Readers will learn accuracy, fluency, and comprehension strategies

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none"> ● Use multiple sources of information to monitor reading: accuracy, pronunciation, and understanding of words ● Chunk multisyllabic words into parts to decode unknown words ● Fiction text: <ul style="list-style-type: none"> ○ Discuss the main idea and details by making inferences about characters, problems, and events in a story and how they relate to the author’s theme or message ○ Discuss the author’s purpose by understanding a writer’s use of underlying organizational structures (description, cause/effect, problem/solution, etc.) ● Nonfiction text: <ul style="list-style-type: none"> ○ Use text features to notice how the layout of pictures or print affect the way you read a text (ex. bold or larger font) and gather information ○ Determine importance of information ○ Author’s purpose ○ Vocabulary <ul style="list-style-type: none"> ■ Notice new and interesting words, and actively add them to speaking or writing vocabulary ■ Solve content-specific words, using graphics and definitions embedded in the text ■ Use context to derive meaning of new words ● Comprehension strategies: <ul style="list-style-type: none"> ○ Summarize information <ul style="list-style-type: none"> ■ Remember and emphasize important information in a text while reading it aloud ○ Compare and contrast information with others <ul style="list-style-type: none"> ■ Use background knowledge and experiences to contribute to text interpretation 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students to use what they have learned about words and how they work to problem solve multisyllabic words. At first, you will want to teach students that every syllable must have a vowel sound. You’ll do this to help kids understand how you break up a word into syllables. While reading, you might say, ‘Break the word into parts or cover the parts of the word as you move your eyes from left to right or read the word part by part.’ ● Teach students that there are usually five important parts to a summary (a visual representation could be a star or a hand). ‘When you summarize you state the main characters on one point and the setting on another. We state the problem in the story on the third point and how it is resolved on the fourth, including the important events related to how the problem is solved. Finally, the ending of the story goes on the last point. We may want to include the author’s message or theme on this point as well.’ Have groups of students fill out different points on a graphic organizer. Each student can draw a picture and write a sentence for their point. Groups will present their parts of the summary to the class. Writing connection: Model how to turn the graphic organizer into a written summary. ● Teach students how readers respond to text. Allow students to write a response to a familiar text. Have students share their responses with others. Teach students how to respond to each other’s thinking by using phrases such as, ‘I agree/disagree because...’ Sentence starters can include: <ul style="list-style-type: none"> ○ My favorite character was...because... ○ This story made me feel...because... ○ I wish the author would have... ○ I would/wouldn’t share this book with others because... ● Teach students that an author of a nonfiction text shows the
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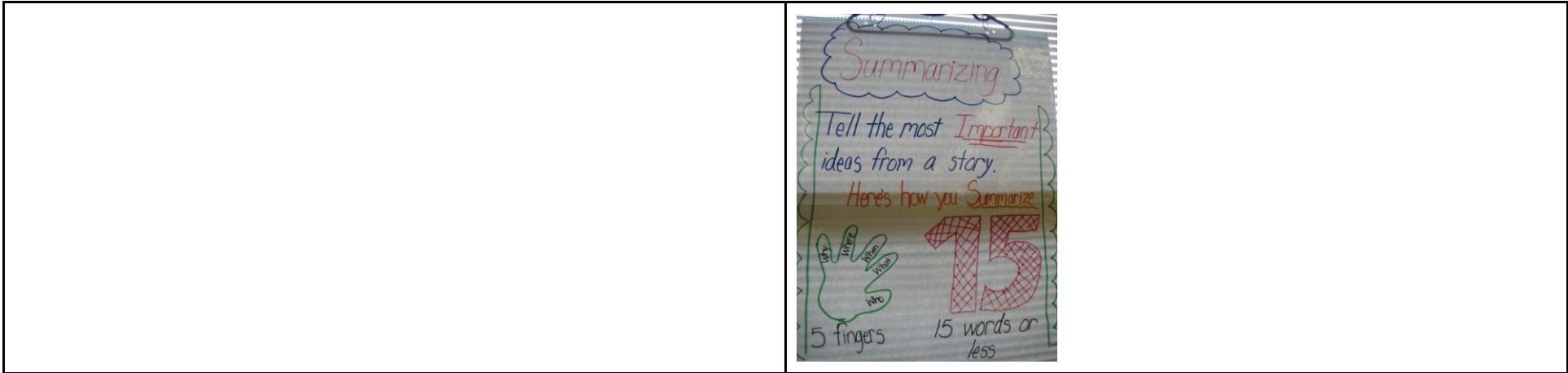
<ul style="list-style-type: none"> ■ Make connections between the text and other texts that have been read or heard 	<p>main idea by using certain methods. Create a class chart of text features to look for to determine the main idea of a text.</p>
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Listen to partner conversations ● Stop and jot notes ● Graphic organizers ● Running records ● TC Benchmarks ● Conferring notes ● Reading response notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Strategy groups ● Individual conferences ● Graphic Organizers ● For ELL students- For students who are struggling as they transfer from a graphic organizer to a written summary, consider using sentence starters. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Have students write a paragraph summary after collecting information on a graphic organizer
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar: Unit 6 Nonfiction Reading Clubs ● The Continuum of Literacy Learning 	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations		Common Core State Standards	
CA 1, 3, 4, 6	1.1, 1.2, 1.4, 1.5, 2.2, 2.3	R1H.2.b,d R2A.2 R2C.2.d R3C.2.d R3A.2 ICTL3.B.2 R1I.2.a RIC.2	R1F.2.d R1D.2 R1G.2.c LS1B.2 RH1.2.c R1E.2.a-c	RL.2.2 RL.2.7 RL.2.9 RI.2.2 RI.2.5 RI.2.6 RI.2.8 RI.2.9	RF.2.3.a-f RF.2.4.a-c SL.2.1.a-c SL.2.2 SL.2.3 SL.2.6 L.2.4.a-c L.2.6

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THINKING STRATEGY	Grade: 2	Unit of Study: Nonfiction Reading Clubs	Timeline: February
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Big Idea: Readers determine importance as they read

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Gain important information from text and visual features ● Sift and sort the important information from the details and merge their thinking with it ● Learn to make a distinction between what they think is most important and what the author most wants them to take away from the reading 	<p>Learning Activities</p> <ul style="list-style-type: none"> ● Read a nonfiction book aloud. Have students write down an important detail from the story. Share ideas. Have a discussion about what the author feels is important in that text and what they thought was important. Ask kids to defend their stance, cite evidence, and explain their thinking behind their decision. This reminds them that the text includes many important concepts and issues, not just a single main idea. ● Students complete a t-chart that is entitled “important to me” and “important to the author” after reading a nonfiction book. ● While reading aloud, teach students to pay attention to visual features and information from the text. You might say, “this is really important to know about sharks...” Show them that not all of the information in the book is really important. Put emphasis on the things that are most important.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Follow agreed-upon rules for discussion. ● Build on others’ talk in conversations by linking their comments to the remarks of others. ● Ask for clarification and further explanation as needed about the topics and texts under discussion. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Stop and Jots ● Whole Group Discussion ● Partner Discussions ● Reading response journals
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- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

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| <p>Re-teaching:</p> <ul style="list-style-type: none"> • Read a book with the students and talk about what is important to remember about the book. Make a list together of the 3 most important facts from the story. | <p>Enrichment:</p> <ul style="list-style-type: none"> • Have students chose a topic and do research on it. Have them write down 5 facts that they already know about the topic. Then have them write questions that they want answered. After they read on the topic, have them list 5 new facts they learned as they conducted their research. |
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<p>Resources:</p> <ul style="list-style-type: none"> • Strategies That Work • Mosaic of Thought 	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	Research
X	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 4, 6	1.1, 1.2, 1.4, 1.5, 2.2, 2.3	R3C3i R 3A2	RI 2.6 RI 2.7

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WRITERS WORKSHOP	Grade: 2	Unit of Study: Using Nonfiction Text as Mentors to Support Nonfiction Writing	Timeline: February
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Big Idea: Students will generate ideas and write many stories

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Generate ideas and write many stories ● Pick topics of which they have knowledge and interest 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Remind students that they have learned many strategies for thinking about what they could write about or teach people. ● Teach students the pros and cons of using a particular structure for a particular topic. ● Teach students to generate ideas from life experiences. ● Brainstorm new ideas from book clubs and have students pick one of these topics to write about. ● Consult different resources for information.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation ● Writer's notebooks ● Cold write
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<p>Resources:</p> <ul style="list-style-type: none"> ● Units of Study ● Curricular Calendar:Unit 7 Using Nonfiction Texts as Mentors to Support Nonfiction Writing ● Second Grade Writers 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● You'll want to spotlight a few nonfiction books that you know you kids love, highlighting the text features that really caught your students attention.
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	1.1, 1.2, 1.4, 2.2	W1A2a-e	W2.2 W2.7 W2.8

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Using Nonfiction Text as Mentors to Support Nonfiction Writing	Timeline: February
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Big Idea: Students will keep an audience in mind

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Keep an audience in mind as they write ● Learn that information comes first and feelings second 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students to keep their audience in mind while writing. ● Teach students to think carefully about who it is they intend to teach and how to write in ways that will reach this audience. ● Encourage students to think not only about how to structure their books, but also how to write to teach, inspire, convince or surprise their reader. ● Teach students that information comes first and feelings come second because this is an informational piece, not opinion piece. ● Teach students to incorporate feelings in ways that help draw out what a story is really about.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation ● Writer's notebooks ● Cold write
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Individual conferences ● Small group instruction 	<p>Enrichment:</p> <ul style="list-style-type: none"> ●
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Resources: <ul style="list-style-type: none"> ● Units of Study ● Curricular Calendar: Unit 7 Using Nonfiction Texts as Mentors to Support Nonfiction Writing ● Second Grade Writers 	Teacher Notes: <ul style="list-style-type: none"> ● Students will continue to rotate through the writing process as they continue to draft new books.
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 6	2.1, 2.2, 2.3,	W2A2	W2.2

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Using Nonfiction Text as Mentors to Support Nonfiction Writing	Timeline: February
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Big Idea: Writers will reread, revise, edit and publish their work for readers

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Expand sentences using connector words ● Expand sentences using prepositional phrases ● Reread and revise drafts or rewrite a section to clarify meaning ● Expand information by adding details or examples ● Delete words or sentences that do not make sense ● Understand that other writers can be helpful in the revision process ● Use reference tools to edit for spelling (ex. charts, word walls, books, spelling pattern lists) ● Edit for end punctuation and capitalization ● Understand publishing as the sharing of a piece of writing with an audience <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Form upper- and lowercase letters efficiently and proportionately in manuscript print ● Form lowercase letters efficiently and proportionately in cursive ● Write their name in cursive 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students to use connector words such as <i>so</i>, <i>and</i>, and <i>but</i>. ● Teach students to use prepositional phrases that lend more clarity and precision to their writing. ● Teach children that writers reread their piece when they are finished. We don't say, 'We're done!' We read our writing to decide what we can do to make it better. We add things, we take things away, and we change things until our writing piece is the very best it can be. ● Teach children that not only can you revise using sticky notes, strips and flaps to add into your booklets, but also by trying a second draft! You might rewrite your entire book or chapter inside your book. ● Teach children that other writers can help you revise your words. Your partner will be listening and asking questions like 'But I don't understand. What do you mean?' or 'Why is this important?' This will help you notice what other information to include. ● Teach children to search for words that need to be fixed up and spelled better (snap words). You can use tools such as, the word wall, charts in the room, what you already know about vowel patterns and chunks, or you might even turn to books about your topic to help you spell words the best you can. ● Teach children that when we edit our writing we will want to look at how we used punctuation to make sure that our thoughts and ideas are clear to the reader. ● Create a simple publishing party which celebrates student successes. <p>Handwriting Skills:</p> <ul style="list-style-type: none"> ● Teacher will model Handwriting Objectives during Interactive
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	<p>Writing</p> <ul style="list-style-type: none">• Explicitly teach skills listed in Weeks 21-24 in Handwriting Without Tears Teaching Guide<ul style="list-style-type: none">○ Cursive k, r, s, o, w, b, v
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.• Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.• Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Check for understanding regarding the revision and editing process• Observe and note current strategies your students use to revise/edit• Observe when students choose to revise their piece (Do they only revise when directed or is the student making revisions throughout the writing process?)• Note students' independent comfort level when revising/editing (independent or dependent on partner or teacher?)• Conferring notes• Complete a cold informational piece after the unit. Compare the piece to earlier compositions.
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<p>Re-teaching:</p> <ul style="list-style-type: none">• Individual conferences• Small group instruction• Review of revision and editing• For ELL students- Consider an individual or small group lesson for one grammatical topic that is a challenge. Teach orally and using your writing samples. Give students a chance to practice orally. Guide students to apply this concept in their own writing.	<p>Enrichment:</p> <ul style="list-style-type: none">•
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<p>Resources:</p> <ul style="list-style-type: none">• Units of Study	<p>Teacher Notes:</p> <ul style="list-style-type: none">•
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<ul style="list-style-type: none"> • Curricular Calendar:Unit 7 Using Nonfiction Texts as Mentors to Support Nonfiction Writing • Second Grade Writers 	
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	2.1, 2.2, 2.3	W1A2.a-e W1A.2.a, c-d	W2.6 W2.5

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GRAMMAR	Grade: 2	Unit of Study: Using Nonfiction Text as Mentors to Support Nonfiction Writing	Timeline: February
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Big Idea: Students will write complete sentences

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Write complete sentences ● Use commas in greeting and closing of letters ● Use apostrophes to form contractions and possessives ● Write sentences using past, present and future tense ● Use a range of complete sentences: declarative, interrogative, exclamatory ● Use nouns and pronouns that are in agreement ● Use subject verb and agreement in simple sentences ● Use capitals for the beginning of sentences and proper nouns ● Use appropriate punctuation marks for endings 	<p>Learning Activities:</p> <p>During Writer’s Workshop mini-lessons and Interactive Writing, the teacher will model and explicitly teach:</p> <ul style="list-style-type: none"> ● Teach children that a sentence has two parts (who or what and what happens) They are called the subject and predicate. ● Teach children that a sentence has a complete thought. ● How to write a complete sentence. <p>Additional Activities:</p> <ul style="list-style-type: none"> ● Write the subject and predicate on separate sentences strips. Have the students identify the parts of the sentence and then create a new subject or predicate for the sentence. ● Give students a group of sentences to determine which ones are a complete sentence. ● Tell students one part of the sentence and have them complete it. ● Correct sentences that are identified as not being a complete sentence.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation ● Writer’s notebook ● Cold write
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Re-teaching: <ul style="list-style-type: none"> ● Individual conference ● Small group instruction ● Review the concepts of subject and predicate 	Enrichment: <ul style="list-style-type: none"> ●
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Resources: <ul style="list-style-type: none"> ● Units of Study ● Curricular Calendar:Unit 7 Using Nonfiction Texts as Mentors to Support Nonfiction Writing ● Continuum of Literacy Learning ● Second Grade Writers 	Teacher Notes: <ul style="list-style-type: none"> ●
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	2.1, 2.2, 2.3	W2E.1.d W2C.2.b	L.2.1a-f SL 2.6

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WORD WORK/ PHONICS/ SPELLING	Grade: 2	Unit of Study: Using Nonfiction Texts as Mentors to Support Nonfiction Writing	Timeline: February
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Big Idea: Students will utilize these skills in their daily work

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Use long vowel spelling patterns • Recognize consonants with two sounds (c and g) • Use prefixes and suffixes • Use high frequency words in daily work • Practice sorting individually • Work in word work groups and create sorts with partners • Meet with teacher in word work groups to learn and understand word works sort 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Teach students long vowel patterns. Model how to use them during interactive writing. • Teach students that some consonants have the same sound (ex. c and g). • Teach students prefixes and suffixes. Explain the difference between a prefix and a suffix.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Observation • Daily written work • Conferring • Cold write • Spelling Inventory • High Frequency Word list
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Small group work 	<p>Enrichment:</p> <ul style="list-style-type: none"> •
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<ul style="list-style-type: none"> • Individual work • Play contraction matching games. • Hunt for contractions in daily reading. • Review sorting • Words Their Way games • Songs • For ELL students- Provide students with several opportunities to hear and use words taught in context. 	
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<p>Resources:</p> <ul style="list-style-type: none"> • Words Their Way: Within Word Pattern • The Continuum of Literacy Learning: Phonics, Spelling and Word Study Grade 2 • Rigby Phonics Charts <ul style="list-style-type: none"> ○ Long vowel patterns: Rise and Shine, Peter Piper Picked a Peck ○ Consonants with two sounds: Rise and Shine ○ Suffixes: All Takers, My Neighbor’s Sleigh, The Naughty Kitten, Alisha’s Race, On a Street Called Thistle ○ Prefixes: Haircut, Peter Piper Picked a Peck • Fountas and Pinnell High Frequency Words List 	<p>Teacher Notes:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1066 630 1417 950"> <p align="center">Suffixes</p> <p>A <u>suffix</u> is added to the end of a word to make a new word.</p> </div> <div data-bbox="1486 630 1879 998"> <p align="center">Prefixes</p> <p>A <u>prefix</u> is added to the beginning of a word to make a new word.</p> </div> </div>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	Research
	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 4	1.5, 2.2,	L2.4.a-e	R1E.2a R1E2.b

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READERS WORKSHOP	Grade: 2	Unit of Study: Reading and Role Playing	Timeline: March/April
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Big Idea: Readers infer a character's role and analyze how it impacts the story's bigger meaning

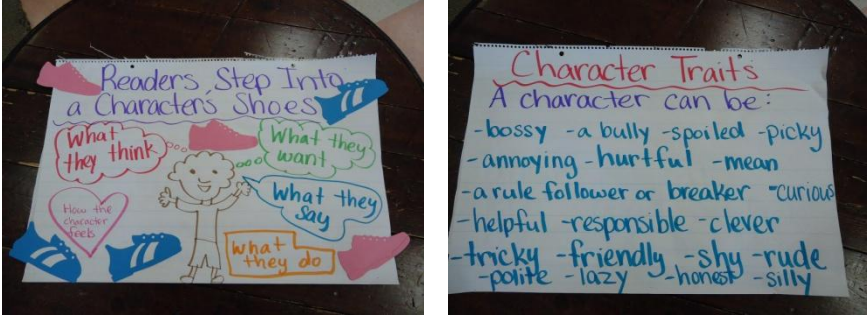
<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Analyze the traits and feelings of characters and how they impact the story● Interpret the characters' voice based on the character's actions and feelings (read in a voice to match)● Examine when a character's feelings might be changing and how it impacts the story● Make predictions based on what they know about the characters so far● Understand how the setting impacts the plot and the characters' motives● Infer characters' feelings and motivations from description, what they do or say, and what others think about them	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that books can become dramas. Readers can use facial expressions and body gestures to look and sound like characters.● Teach students that readers interpret characters in different ways by examining various emotions and traits. Discuss the differences between feelings and traits.● Readers step into a character's shoes as we read. Teach students that readers notice when a character's feelings change and use a voice in our head that changes along with the character's feelings.● Readers read very closely, noticing clues that will help us learn more about the character. Teach students how to analyze a character's feelings and how to take notes to remember.● Teach students that reading partners question a character's feelings and motives and find examples to support their ideas.● Teach students that readers reread to look for clues, pose theories, and try out different possible interpretations to determine why a character feels or does something.● Teach students that readers pay attention to the characters in their books and think about the role the character plays to predict what is going to happen next.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Listen to partner conversations● Stop and jot notes● Graphic organizers● Running records● TC Benchmarks
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<ul style="list-style-type: none"> ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> ● Conferring notes ● Reading response notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Strategy groups ● Individual conferences ● Create a “feelings chart” to show examples of faces and labels a student can use to track character feelings ● Create Reader’s Theater groups based on independent reading levels ● Record students reading aloud. Replay their audio recording and discuss how their voice sounds versus how it should sound based on the characters’ feelings. ● For ELL students- Make a paper copy of a familiar read aloud. Have the students highlight information that offers clues about the character. Talk about what these clues tell us. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Create Reader’s Theater groups based on independent reading levels
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar: Unit 7 Reading and Role Playing: <i>Fiction, Folktales, and Fairy Tales</i> ● The Continuum of Literacy Learning 	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2,	1.1, 1.2, 1.5	R2C.2a-d; R1H2a,c ; R3C.2a-g	RL.2.1 RI.2.1

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READERS WORKSHOP	Grade: 2	Unit of Study: Reading and Role Playing	Timeline: March/April
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Big Idea: Readers compare and contrast two or more versions of the same story

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Identify the different roles characters play in a story and how their behaviors and motives impact the plot● Recognize similar roles characters play across stories (ex. hero, villain, sidekick, wise advisor, etc.)● Make text to text connections by comparing and contrasting:<ul style="list-style-type: none">○ character types in two or more versions of the same story○ story elements in two or more versions of the same story○ characters in age-old tales to characters in modern-day stories	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that fairy tales, folk tales, and fables have similar types of characters (ex. hero, villain, sidekick, etc.).● Teach students that fairy tales and folktales are models for modern stories. Show readers how to recognize similar character roles in old tales and modern stories.● Readers notice that characters in modern-day stories face obstacles and learn lessons, just as the characters do in age-old stories. Compare and contrast characters in a fairy tale and a modern story by using a graphic organizer (ex. <i>The Three Little Pigs</i> vs. <i>Mean Jean the Recess Queen</i>). Repeat this lessons several times with different texts.● Teach students that fairy tales and folktales are archetypes for modern stories, that characters who play similar roles will pop up again and again, not only in these old tales but in more modern stories, too. Children might notice, "Instead of a wolf, this book has a mean old dragon! This reminds me a little bit of <i>Mean Jean the Recess Queen</i>." The hope is that children take note of not just the magic in fairy tales and folktales, but also the ways in which archetypes from these genres repeat themselves again and again in modern literature, but in non magical forms.● Teach students to compare how characters resolve their problems in modern-day stories and fairy tales. Compare the lessons the characters learned.● For ELL and immigrant students- This is a great time to bring in fairy tales and folktales from students' cultures. Ask about stories parents told kids when they were little. Ask parents if there are any special fairy or folk tales that their children are familiar with.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Listen to partner conversations • Stop and jot notes • Graphic organizers • Running records • TC Benchmarks • Conferring notes • Reading response notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Strategy groups • Individual conferences • Create Reader's Theater groups based on independent reading levels 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Create Reader's Theater groups based on independent reading levels
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<p>Resources:</p> <ul style="list-style-type: none"> • Curricular Calendar: Unit 7 Reading and Role Playing: <i>Fiction, Folktales, and Fairy Tales</i> • The Continuum of Literacy Learning 	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 4, 5, 6	1.1, 1.2, 1.8	R11.2a	RI2.9

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READERS WORKSHOP	Grade: 2	Unit of Study: Reading and Role Playing	Timeline: March/April
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Big Idea: Readers determine the author's purpose (moral/lesson of the story)

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Think about and interpret the significance of events in a story● Form and state an opinion about why the author wrote the story and provide evidence● Understand the problem of a story and how it is solved● Use background knowledge and experiences to contribute to text interpretation● Think about various points of view to determine the author's purpose● Reread stories to make deeper text-to-text and text-to-world connections	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students to think about how different authors convey the same lesson or how different authors have opposite views about something. Have students sort books based on similar morals and lessons the authors express.● After hearing you read many of tales and reading many others on their own, readers will probably notice that a number of folktales and fairy tales have similarities: good triumphs over evil, selfish or lazy characters learn a lesson. Tell children that many authors of folktales and fairy tales intended their stories to convey a specific moral or a lesson. Teach readers to ask themselves, "What is the author trying to teach me?" or "What lesson did the character learn?" or "How and why did the character change?" We can use what we have learned about the character and think about how the character faced his problems to help us with determine the lesson of the story.● Teach students how readers think about various points of view to determine the author's purpose. Read some fables aloud and ask children what they think the author wants the reader to learn. Don't include the little spelled-out moral at the end. Instead, have children turn and talk or work as a class to guess the author's intent (example: <i>Tortoise and the Hare</i>). Split the class in half and have a debate in which half the room takes the viewpoint of the tortoise, the other half, the hare. You can ask children to think about why a particular character looks at things one way and then defend that character's viewpoint.● Teach students to think about the lessons authors hope readers will learn. Have students imagine how they might live their lives
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	differently because of what they and the characters have learned in the story.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Listen to partner conversations • Stop and jot notes • Graphic organizers • Running records • TC Benchmarks • Conferring notes • Reading response notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Strategy groups • Individual conferences • Create Reader's Theater groups based on independent reading levels 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Create Reader's Theater groups based on independent reading levels
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<p>Resources:</p> <ul style="list-style-type: none"> • Curricular Calendar: Unit 7 Reading and Role Playing: <i>Fiction, Folktales, and Fairy Tales</i> • The Continuum of Literacy Learning 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> •
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 5, 7	1.1, 1.2, 1.4, 1.5	R3C.3i	RI.2.6

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INTERACTIVE READ ALOUD	Grade: 2	Unit of Study: Reading and Role Playing	Timeline: March/April
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Big Idea: Readers will make inferences to connect to and comprehend a text

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Determine the meaning of unknown words by using schema plus text and picture clues• Make predictions about the text and confirm or change their predictions as they read• Question a character's feelings and motives and find examples to support their ideas• Analyze the setting using sensory details• Use details from illustrations to contribute to text interpretation• Use background knowledge and experiences to draw conclusions and form interpretations of the text	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Teach students to infer the meaning of unknown words. Read a story which contains many unfamiliar words (ex. Where Are You Going, Manyoni?). Model how to stop and think when you come across a new vocabulary word. Show students how readers use many strategies to infer the meaning of words you don't understand. Strategies may include: rereading, paying attention to the words around it, looking closely at pictures, using your schema, and thinking of a synonym.• Teach children how to confirm predictions as they read a text. Read a portion of a text aloud. Stop and have students generate predictions about the characters on sticky notes. As you continue reading the story, have students confirm their predictions. Read the story a second day. Have students find evidence in the story that supports their confirmed predictions.• Sometimes readers have questions about a story and their answers are not explicitly stated in the text. Teach students how to draw conclusions to questions by using clues in the text and their prior knowledge. Generate a list of questions students have about a text. Over several lessons, reread the text to answer each question. Show students how readers use their schema, the pictures, and the words in the text to help infer answers to their questions.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">• Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.• Recount or describe key ideas or details from a text read aloud	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Listen to partner conversations• Stop and jot notes• Graphic organizers• Running records
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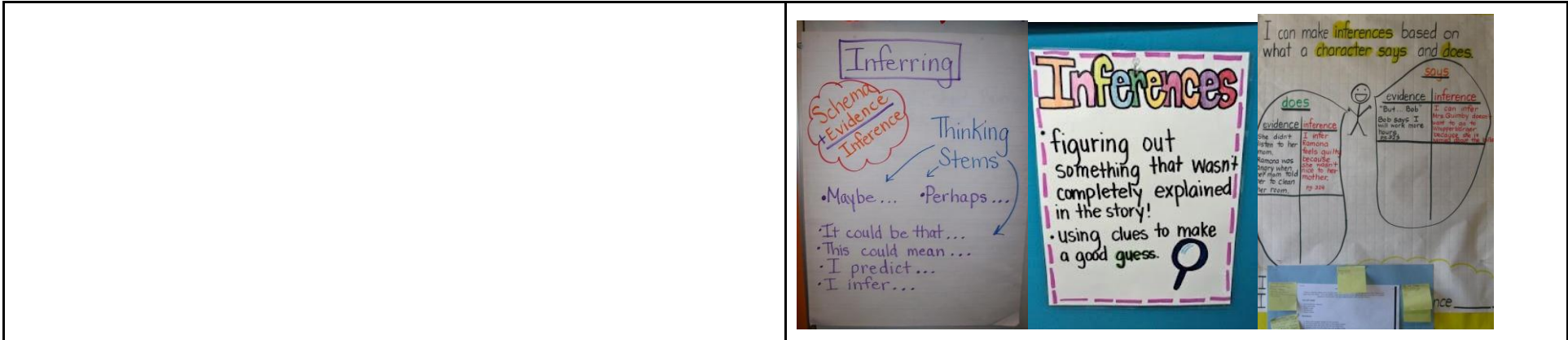
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<p>or information presented orally or through other media.</p> <ul style="list-style-type: none"> ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> ● TC Benchmarks ● Conferring notes ● Reading response notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Strategy groups ● Individual conferences ● Place personal items (ex. car keys, movie tickets, a book, etc.) in a bag. Have students examine each item and create a statement about why you must have the item (ex. car keys-You drive a car. movie ticket- You like to watch movies). 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Graphic organizers
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar: Unit 7 Reading and Role Playing: <i>Fiction, Folktales, and Fairy Tales</i> ● The Continuum of Literacy Learning ● Debbie Miller. <i>Reading with Meaning</i> 	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 5, 7	1.1, 1.2, 1.4, 1.5	R3C.3i	RI.2.6

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SHARED READING	Grade: 2	Unit of Study: Reading and Role Playing	Timeline: March/April
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Big Idea: Readers will learn accuracy, fluency, and comprehension strategies

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use multiple sources of information to monitor reading accuracy, pronunciation, and understanding of words ● Change their reading voice to reflect the character’s feelings and motives ● Fiction text: <ul style="list-style-type: none"> ○ Identify different character types and determine their importance to the plot (hero, villain, magical, etc.) ○ Discuss similarities and differences in fairy tales, folk tales, and fables ○ Reflect on the author’s purpose or moral of the story ○ Reread stories to deepen text to text connections ● Nonfiction text: <ul style="list-style-type: none"> ○ Compare and contrast ○ Main idea and details ○ Vocabulary ● Comprehension strategies: <ul style="list-style-type: none"> ○ Compare and contrast ○ Author’s purpose ○ Main idea and details ○ Characters ○ Making connections 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Create Reader’s Theater groups by giving groups of 3-4 students a script of a fairy tale (ex. <i>Yeh Shen</i>). Have students practice fluency by reading a part of the story while acting out their part. Have students practice the script for several days before reading it in front of the class. Reteach reading in a character’s voice throughout the week. ● Have Reader’s Theater groups compare their version of their fairy tale to another version of the same story. Have students record the similarities and differences they notice on a large graphic organizer to share with the class. ● Teach students to read with a “critical lens” by asking about the author’s purpose. Compare and contrast how fairy tales and modern-day stories may end the same or differently (focusing on the lesson the characters learned).
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Listen to partner conversations ● Stop and jot notes
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<p>adults in small and larger groups.</p> <ul style="list-style-type: none"> ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> ● Graphic organizers ● Running records ● TC Benchmarks ● Conferring notes ● Reading response notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Strategy groups ● Individual conferences ● Graphic Organizers ● For ELL students- Depending on the students' language background, they may not use the same tones and inflections as native speakers. Directly teach tones and inflections needed. This should be entirely oral before you begin having students read aloud. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Summarize notes after collecting information from a text
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar: Unit 7 Reading and Role Playing: <i>Fiction, Folktales, and Fairy Tales</i> ● The Continuum of Literacy Learning 	<p>Teacher Notes:</p>
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Marzano Strategies:				Equity/Workplace Readiness					
X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 5, 7	1.1, 1.2, 1.4, 1.5	R3C.3i	RI.2.6

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THINKING STRATEGY	Grade: 2	Unit of Study: Reading and Role Playing	Timeline: March/April
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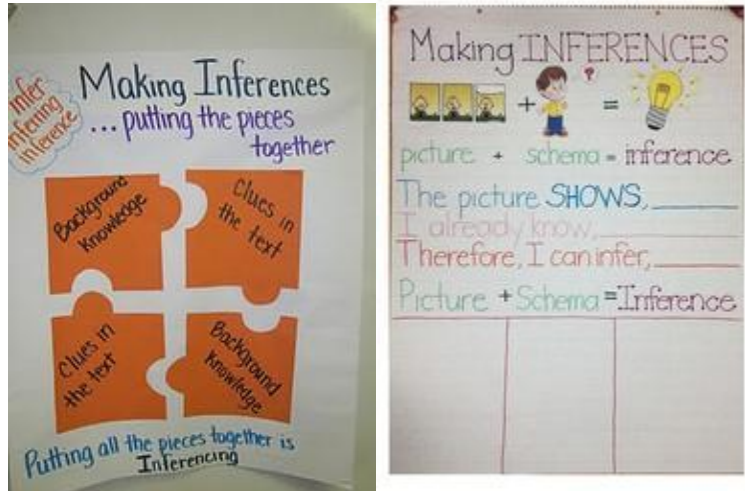
Big Idea: Readers infer to create meaning

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Learn to read between the lines • Use all aspects of a book to infer meaning • Learn to use background knowledge and what the text says to form an inference • Learn that inferring and questioning go hand in hand 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Read aloud a picture book (examples; A Snowy Day, Tuesday, Wednesday’s Surprise, etc.) and talk about what the book is saying and what you can conclude about the character or story. Create a two column chart with what the text says, and what I can infer. Complete the chart as you read the book. • Teach children that the author doesn’t say everything he wants to in a book. Sometimes you have to put things together to understand what is going on. Model this with a wordless book. • Teach students that background knowledge plus text clues = inference. We use what we already know about a topic plus what the author is telling us to make an inference. • Have students create an I Wonder (questions) column and a I think column (inferences). Have them fill in the column after reading a book aloud. Show them that the questions they have will lead to them making an inference. • In reader’s theatre- analyze characters feelings by the words they use and actions they show.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Stop and Jots • Whole Group Discussion • Partner Discussions • Reading response journals
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Read a book with a child and ask them about the story. Guide them with questions that are right there and questions that they would have to infer to get the answer. • For ELL students- provide visuals for inferring whenever possible. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Play a game of charades. Role playing and drama encourages kids to act out their understanding of what they read. This will help them to infer.
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<p>Resources:</p> <ul style="list-style-type: none"> • Strategies That Work (See Chapter 9) • Reading with Meaning • Mosaic of Thought 	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 4, 5,	1.1, 1.2, 1.5, 1.9, 1.10, 2.2, 2.3	R2C2a-d R1H2a,c	RL2.1

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Writing Gripping Stories with Meaning and Significance	Timeline: March/April
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Big Idea: Writers will review small moments

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Review small moments: telling story across fingers, generating ideas, strategies for making writing long and strong, and stretching out the story	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Remind students how to write a small moment: Writers think of something that happened to them. They picture it in their mind. They sketch it on the paper. They write the words to match their sketch.● Create a list of ideas to write about. Model how to choose an idea to write about. Model how to zoom in on one small moment they want to write about. Model how to play the moment like a movie in their mind.● Teach students to write like grown ups do by stretching their story across multiple pages. Model how to stretch a story out during mini-lesson or interactive writing. Use published authors and mentor text as examples of stretching a story across multiple pages.● Teach students to prepare for their writing by telling their partner what they are going to write on each page. Model the conversation writing partners have when planning out their writing.● Use mentor text to help establish what a small moment sounds like.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Observation● Conferring Notes● Writer's Notebooks● Cold write
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situation in order to provide requested detail or clarification

Re-teaching:

- Small groups
- One-on-one conferencing
- Review seed and watermelon stories
- Review small moments
- **For ELL students-** Give students an opportunity to tell stories aloud. Let students know that you will be helping them by adding to their sentence orally. When students struggle with forming new sentences, correct or add to their sentence orally after they finish their oral attempt. Have students repeat back the corrected or expanded sentence and continue with their story. Then allow the student to practice the same story aloud with a partner.

Enrichment:

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Resources:

- Curricular Calendar- Unit 6 Writing Gripping Stories with Meaning and Significance
- The Continuum of Literacy Learning
- Units of Study: Book 2 Small Moments
- Units of Study: Book 5 Authors as Mentors
- 2nd Grade Writers

Teacher Notes:

The first image is a hand-drawn poster titled "Brainstorming Ideas for Personal Narratives". It is divided into two columns. The left column is titled "Watermelon Ideas" and features a drawing of a watermelon slice. It lists four bullet points: "-Fun times I have with my dog.", "-My best friend Laura.", "-When I played Soccer last year and scored 3 goals in my 11 games.", and "-Our week long vacation to Disney World last summer.". The right column is titled "Seed Ideas" and features a drawing of a seed. It lists four bullet points: "-When I spotted my dog at the pond and realized he was the one for me.", "-When the person who is now my best friend arrived in our classroom and we met each other for the first time.", "-The last 5 minutes of the playoff soccer game when I scored the winning goal.", and "-The anticipation I felt right before we stepped on my favorite ride at Disney World.". At the bottom of the poster, it says "kristine.nannini...youngteacherlove".

The second image is a photograph of a whiteboard with handwritten notes. The title is "Personal Narrative". The notes include:

- Lesson learned (problem/solution)
- Stay on topic
- About your life (Characters/Setting)
- Good Punctuation (periods, capital)
- Beginning, Middle, and end
- Word choice
- Create mental images

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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 4	1.5, 2.1, 2.2	W2B. 2 a-b	W 2.3 W 2.5

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Writing Gripping Stories with Meaning and Significance	Timeline: March/April
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Big Idea: Writers will add details to enhance the main ideas, as well as include feelings and reactions to events

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Add details to enhance the main idea● Include feelings and reactions to events in their stories	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that in the past we generate ideas for small moments by thinking about things we like to do and moments when we have done those things. Today I want to teach you that when we want to write a gripping, true stories, it often helps to think about times we felt something really strong- times we were angry, excited, embarrassed, hopeful or worried.● Teach students that writers have strategies for making our writing long and strong. For example, we can recall a small moment story we've experienced and think "How did it start? What happened first?" then sketch or jot notes across the pages of our booklet and then write the story making sure to stretch out the story, tucking in important little details.● Teach students that one way writers stretch out a story is to set a goal of writing a whole page (or a longer amount than we have already written). We select a page from our booklet on which we've done some writing, tear it out and rewrite that page, top to bottom, aiming to make it even longer than the original version. Doing this can help us come up with even more ideas for how that part of the story will go.● Teach students that writers make sure that the most important part in our story is filled with details that help our reader know exactly what is happening and why. One way we do this is to find the heart of our story. We can think about the part that has the biggest meaning and is the most important to us and then make sure it has the kind of details that will help to situate the reader.● Teach students that when writers want to make a small moment "big", we rewrite the parts of our stories where we had strong feelings, showing exactly what happened first and how we reacted, then what happened next and how we reacted.
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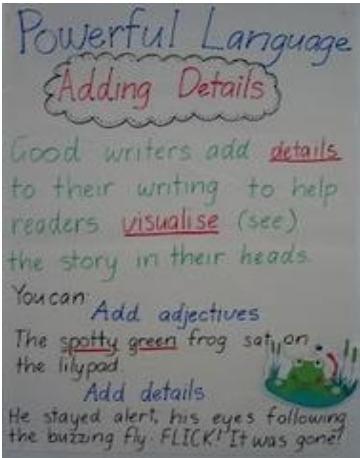
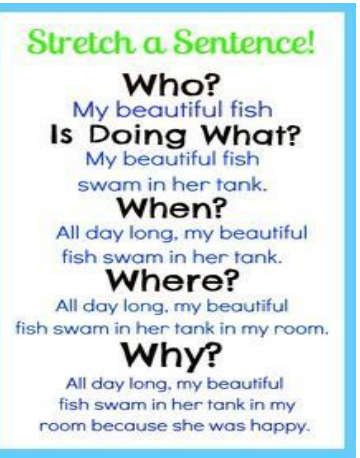
	<ul style="list-style-type: none"> • Teach students that writers check our work to make sure each part of our story has details that show feelings. We can read our stories to our writing partner and ask them what feeling they get in different parts of our story.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Observation • Conferring Notes • Writer's Notebooks • Cold write
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Small groups • One-on-one conferencing • Review adding details to story • Review powerful endings 	<p>Enrichment:</p> <ul style="list-style-type: none"> •
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<p>Resources:</p> <ul style="list-style-type: none"> • Curricular Calendar- Unit 6 Writing Gripping Stories with Meaning and Significance • The Continuum of Literacy Learning • Units of Study: Book 2 Small Moments • Units of Study: Book 5 Authors as Mentors • 2nd Grade Writers 	<p>Teacher Notes:</p>
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 <p>Powerful Language Adding Details Good writers add <u>details</u> to their writing to help readers <u>visualise</u> (see) the story in their heads. You can: <u>Add adjectives</u> The <u>spotty green</u> frog sat on the lily pad. <u>Add details</u> He stayed alert, his eyes following the buzzing fly. FLICK! It was gone!</p>	 <p>Stretch a Sentence!</p> <p>Who? My beautiful fish</p> <p>Is Doing What? My beautiful fish swam in her tank.</p> <p>When? All day long, my beautiful fish swam in her tank.</p> <p>Where? All day long, my beautiful fish swam in her tank in my room.</p> <p>Why? All day long, my beautiful fish swam in her tank in my room because she was happy.</p>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	1.5, 2.2, 2.3	W2B.2 a-b	W2.3

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Writing Gripping Stories with Meaning and Significance	Timeline: March/April
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Big Idea: Writers will build up to the big moment in their story and create powerful endings

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Build up to the big moment in their story● Create powerful endings	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that writers keep our readers “hooked” on our stories. We don’t want to say our big feeling right away. Instead, we slow down the big problem to create tension.● Teach students that writers keep readers at the edge of their seats, wondering, “What will happen next?” We do this in many ways. One way writers do this is by making the stories come alive and telling each part bit by bit. Partners can help us envision how each big goes and we can act out the scenes together, writing all of the little things that we have to do in each part.● Teach students another way writers can keep readers at the edge of their seats is to weave little bits throughout our story about how the character is feeling or about what the character is thinking. This way we can give the reader clues about the story, encouraging them to read on, anticipating what will happen next.● Teach students another way writers can give readers that “Oh my goodness! What is going to happen?” feeling is to introduce the problem at the beginning of our stories and then complicate it (make it even bigger) as the story moves forward.● Teach students that writers use everything we know about good writing so we can create a plan to make our stories even better! If we are starting a new piece we can stop and think, “What did I do in my last story that made it so good that I want to do it again? What else might I try?”● Teach students that if we are continuing a piece we’ve already started, we can reread and ask, “What did I begin doing in my story that I could try in more places? What else might I work on today to make this my strongest piece of writing yet?”● Teach students that writers give our stories powerful endings. One way we can end our stories is by sharing the lesson that
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	the character learns. We can re read our writing and ask ourselves “What does my story teach other people?”
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Speaking/Listening Objectives: <ul style="list-style-type: none">• Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.• Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.• Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Assessment for Learning: <ul style="list-style-type: none">• Observation• Conferring Notes• Writer’s Notebooks• Cold write
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Re-teaching: <ul style="list-style-type: none">• Small groups• One-on-one conferencing• Review powerful endings• Review building up to the big moment in the story• For ELL students- Provide students with paper copies of stories that have feelings or build suspense. Help students to highlight the words or phrases that show feeling or build suspense. Help students to use these orally throughout the day.	Enrichment: <ul style="list-style-type: none">•
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Resources: <ul style="list-style-type: none">• Curricular Calendar- Unit 6 Writing Gripping Stories with Meaning and Significance• The Continuum of Literacy Learning• Units of Study: Book 2 Small Moments• Units of Study: Book 5 Authors as Mentors• 2nd Grade Writers	Teacher Notes: <ul style="list-style-type: none">•
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	1.5, 2.1, 2.2	W3A.2.a W1.A2.a, c-d	W.2.3 W.2.5

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Writing Gripping Stories with Meaning and Significance	Timeline: March/April
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Big Idea: Writers will understand how all parts of the story fit together

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Understand how all parts of the story fit together 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students that we know in stories all the parts fit together and the author tells us what we need to know. We can do the same thing when we read the stories we're writing. ● Teach students that writers reread our writing to make sure all the parts fit together. We can reread one part and stop and ask ourselves, "Does this part go with the last part I just read?". If it does, we can continue to read the next part. If it does not, we may need to take out extra writing that does not belong or add in writing to make the parts fit.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Conferring Notes ● Writer's Notebooks ● Cold write
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Small group ● One-on-one conferencing ● Review the parts of a story ● For ELL students- Provide students will multiple examples and nonexamples of ideas that fit together. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ●
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Resources: <ul style="list-style-type: none"> • Curricular Calendar- Unit 6 Writing Gripping Stories with Meaning and Significance • The Continuum of Literacy Learning • Units of Study: Book 2 Small Moments • Units of Study: Book 5 Authors as Mentors • 2nd Grade Writers 	Teacher Notes: <ul style="list-style-type: none"> •
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4, 7	1.2, 1.6, 1.8	W1A.2a.c-d W.3A.2.a	W.2.5 W.2.3

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Writing Gripping Stories with Meaning and Significance	Timeline: March/April
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Big Idea: Writers will reread, revise, edit and publish their work for readers

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Expand sentences using connector words ● Expand sentences using prepositional phrases ● Reread and revise drafts or rewrite a section to clarify meaning ● Expand information by adding details or examples ● Delete words or sentences that do not make sense ● Understand that other writers can be helpful in the revision process ● Use reference tools to edit for spelling (ex. charts, word walls, books, spelling pattern lists) ● Edit for end punctuation and capitalization ● Understand publishing as the sharing of a piece of writing with an audience <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Form upper- and lowercase letters efficiently and proportionately in manuscript print ● Form lowercase letters efficiently and proportionately in cursive ● Write their name in cursive 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students to use connector words such as <i>so</i>, <i>and</i>, and <i>but</i>. ● Teach students to use prepositional phrases that lend more clarity and precision to their writing. ● Teach children that writers reread their piece when they are finished. We don't say, 'We're done!' We read our writing to decide what we can do to make it better. We add things, we take things away, and we change things until our writing piece is the very best it can be. ● Teach children that not only can you revise using sticky notes, strips and flaps to add into your booklets, but also by trying a second draft! You might rewrite your entire book or chapter inside your book. ● Teach children that other writers can help you revise your words. Your partner will be listening and asking questions like 'But I don't understand. What do you mean?' or 'Why is this important?' This will help you notice what other information to include. ● Teach children to search for words that need to be fixed up and spelled better (snap words). You can use tools such as, the word wall, charts in the room, what you already know about vowel patterns and chunks, or you might even turn to books about your topic to help you spell words the best you can. ● Teach children that when we edit our writing we will want to look at how we used punctuation to make sure that our thoughts and ideas are clear to the reader. ● Create a simple publishing party which celebrates student successes. <p>Handwriting Skills:</p> <ul style="list-style-type: none"> ● Teacher will model Handwriting Objectives during Interactive
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	<p>Writing</p> <ul style="list-style-type: none"> ● Explicitly teach skills listed in Weeks 21-24 in Handwriting Without Tears Teaching Guide <ul style="list-style-type: none"> ○ Cursive m, n, x, q, z ○ Cursive capitals and lowercase partners ○ Cursive name
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Check for understanding regarding the revision and editing process ● Observe and note current strategies your students use to revise/edit ● Observe when students choose to revise their piece (Do they only revise when directed or is the student making revisions throughout the writing process?) ● Note students' independent comfort level when revising/editing (independent or dependent on partner or teacher?) ● Conferring notes ● Complete a cold informational piece after the unit. Compare the piece to earlier compositions.
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Individual conferences ● Small group instruction ● Review of revision and editing 	<p>Enrichment:</p> <ul style="list-style-type: none"> ●
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<p>Resources:</p> <ul style="list-style-type: none"> ● Units of Study ● Curricular Calendar:Unit 7 Using Nonfiction Texts as Mentors to Support Nonfiction Writing ● Second Grade Writers 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ●
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	2.1, 2.2, 2.3	W1A2.a-e W1A.2.a, c-d	W2.6 W2.5

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GRAMMAR	Grade: 2	Unit of Study: Writing Gripping Stories with Meaning and Significance	Timeline: March/April (Continued into May)
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Big Idea: Students will use prepositional phrases, adjectives and adverbs correctly

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Use prepositional phrases, adjectives and adverbs correctly ● Write complete sentences ● Use commas in greeting and closing of letters ● Use apostrophes to form contractions and possessives ● Write sentences using past, present and future tense ● Use a range of complete sentences: declarative, interrogative, exclamatory ● Use nouns and pronouns that are in agreement ● Use subject verb and agreement in simple sentences ● Use capitals for the beginning of sentences and proper nouns ● Use appropriate punctuation marks for endings 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Pick a character from a book and describe its physical traits using adjectives. ● Make a chart of different types of adjectives. ● Make a chart of Amy Adverbs telling how, how often, when and where. ● Make a chart of adverbs telling when, where, how much, how often and yes and no adverbs. ● Teach students prepositional phrases during writers workshop and interactive writing.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation ● Writer's notebook ● Cold write
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Re-teaching:

- **For ELL students-** Provide students with an opportunity to have visual support for the parts of speech taught. Give students lots of opportunities to see the words written and point them out as you use them orally. Give students an opportunity to use these words orally. For students of lower proficiency, consider directly teaching them a smaller number of words using the above mentioned strategies.

Enrichment:

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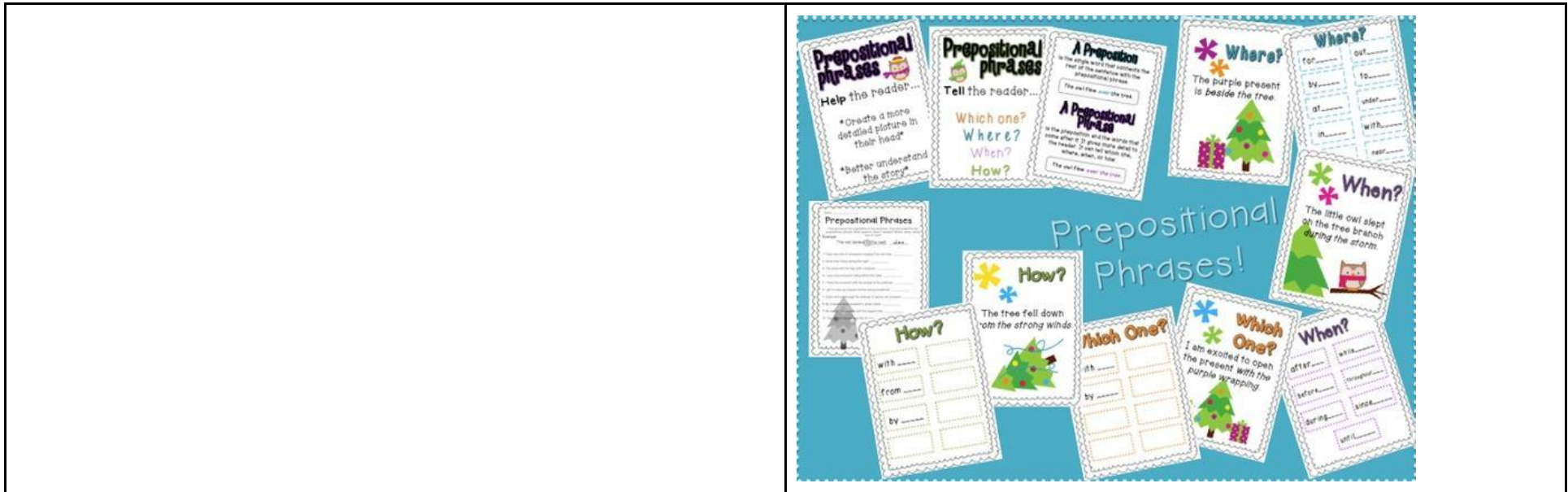
Resources:

- Curricular Calendar- Unit 6 Writing Gripping Stories with Meaning and Significance
- The Continuum of Literacy Learning
- Units of Study: Book 2 Small Moments
- Units of Study: Book 5 Authors as Mentors
- 2nd Grade Writers

Teacher Notes:



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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 4, 5	1.5, 2.1, 2.2	W2E1.d	L.2.1a-f

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WORD WORKS/ PHONICS/ SPELLING	Grade: 2	Unit of Study: Writing Gripping Stories with Meaning and Significance	Timeline: March/April
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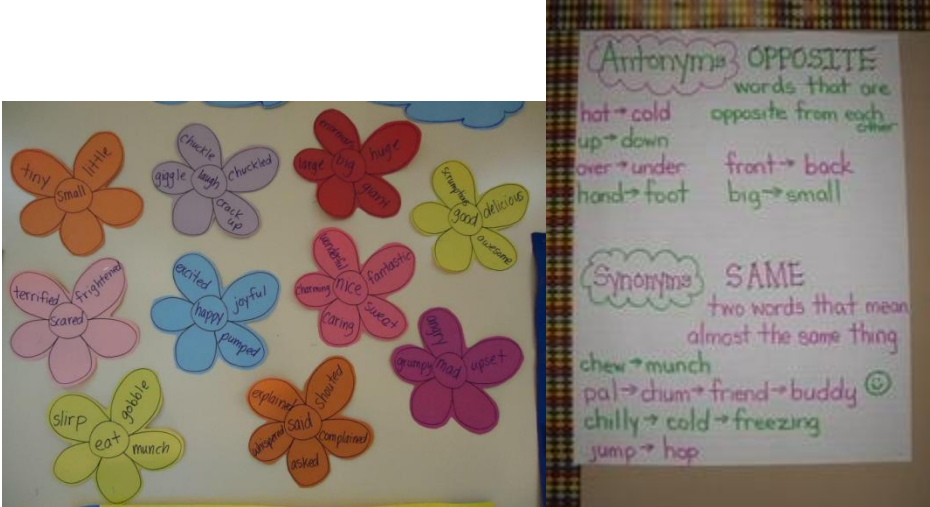
Big Idea: Students will utilize skills in their daily work

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Recognize and identify synonyms and antonyms ● Use compound words ● Use high frequency words in daily work ● Practice sorting individually ● Work in word work groups and create sorts with partners ● Meet with teacher in word work groups to learn and understand word works sort 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach the difference between a synonym and an antonym. ● Make synonym and antonym flowers that the students take turns filling in the petals with either the synonyms or antonyms of the word in the center of the flower. ● Make synonym and antonym matching card games. ● Make a compound words chart by looking for compound words in books. ● Make compound words matching card games.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Daily written work ● Conferring ● Cold write ● Spelling Inventory ● High Frequency Word list
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Small group One-on-one conferencing Review synonyms and antonyms Review compound words For ELL students- Provide visual support for synonyms and antonyms. Allow students opportunities to use these words orally and see them in context. 	<p>Enrichment:</p> <ul style="list-style-type: none">
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<p>Resources:</p> <ul style="list-style-type: none"> Words Their Way: <ul style="list-style-type: none"> Compound Words: Syllables and Affixes Book The Continuum of Literacy Learning: Phonics, Spelling and Word Study Grade 2 Rigby Phonics Charts <ul style="list-style-type: none"> Compound Words: Writing Assignment Fountas and Pinnell High Frequency Word List 	<p>Teacher Notes:</p> 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses			Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 3, 4, 5	1.5, 2.1, 2.2	L.2.4, a-e L. 2.6	R1E.2.a-c

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Poetry	Timeline: April (Optional)
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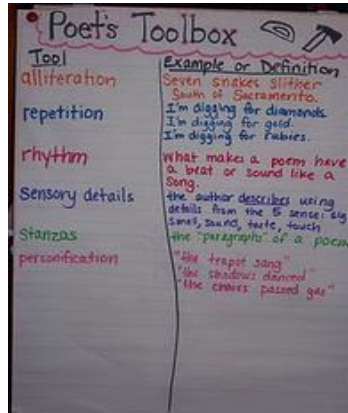
Big Idea: Writer's will create poetry

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Write, revise and publish poems 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Teach students to see with poet's eyes. Invite students to spend a few days writing about objects. • Teach students to hear the music in poetry. Students should re-read their poems, making their voice support the meaning in them. • Teach students to put powerful thoughts in tiny packages. Remind students of the importance of topic choice and of writing about subjects that matter to them very much. • Teach students to show, not tell. Poets are just like writers of stories, they often convey strong feelings by creating images. • Teach students to hear the voices of poetry. Poets invigorate their poems with poetic language and voice. • Teach students patterning on the page. Model and introduce repetition and other structures in poems, explaining that poets use patterns to support their meaning.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Observation • Conferring Notes • Writer's Notebooks • Cold write
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Re-teaching: <ul style="list-style-type: none"> • Small groups • One-on-one conferences 	Enrichment: <ul style="list-style-type: none"> •
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Resources: <ul style="list-style-type: none"> • Curricular Calendar- Unit 10 Poetry: Powerful Thoughts in Tiny Packages • The Continuum of Literacy Learning • Units of Study: Book 7 Poetry: Powerful Thoughts in Tiny Packages • 2nd Grade Writers 	Teacher Notes: <div style="display: flex; justify-content: space-around; align-items: flex-start;">  <div style="border: 1px solid black; padding: 5px; width: 200px;"> <p align="center">WRITING FRAMEWORKS</p> <p align="center">POETRY</p> <p>Poetry can tell a story, describe an object or event or just put pictures in the reader's mind about a topic.</p> <p>Poems can use rhyme and rhythm but they don't have to.</p> <p>Quatrains Quatrains are poetry of 4 lines with a steady equal beat. These may have an ABAB rhyming pattern or only the second and fourth lines may rhyme. One poem can contain lots of quatrains (called stanzas or verses) to make a longer poem and tell a story. Example of a Quatrain with an ABAB rhyme: Diddle diddle dumpling, my son John Went to bed with his blue pants on The poor little guy is out of luck He's still in his pants 'cause his zipper's stuck!</p> <p>Limericks A limerick is a funny, 5-line poem that has a special rhythm and certain lines that rhyme. 1st line: 3 beats, rhymes with 2 and 5 2nd line: 3 beats, rhymes with 1 and 5 3rd line: 2 beats, rhymes with 4 4th line: 2 beats, rhymes with 3 5th line: 3 beats, rhymes with 1 and 2 Limericks got their name from the Irish town of Limerick. The last line contains the joke or surprise best to the verse. Example of a Limerick: There was a young lady of five-ya Who went for a ride on a tiger; They returned from the ride With the lady inside And a smile on the face of the tiger!</p> <p>Haiku Haiku is like a word picture in your mind. It has 3 lines which follows this pattern: 1st line: 5 syllables 2nd line: 7 syllables 3rd line: 5 syllables Japanese haiku are traditionally about nature or seasons. Haiku doesn't use rhyme. Can be written without capital letters. Example of a Haiku: snow falling softly down onto hard barren ground a cold white blanket</p> <p>Cinquains A cinquain describes something in a short, 5-line poem which follows this pattern: 1st line: Title (1 word - noun) 2nd line: Description (2 words - adjectives) 3rd line: Action (3 words - verbs) 4th line: Feeling (4 words - your opinion) 5th line: Synonym for title (1 word - noun) 'Cinq' is the French word for 5. Cinquain poetry doesn't use rhyme. Example of a Cinquain: Crocodile powerful, aggressive watching, waiting, snarling, makes us all fearful -Buster</p> </div> </div>
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Marzano Strategies:

Marzano Strategies				Equity/Workplace Readiness			
X	Homework and Practice	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	Research
	Setting Objectives and Providing Feedback	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 2, 5	1.5, 1.6	R2B.2	RL.2.4

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READERS WORKSHOP	Grade: 2	Unit of Study: Readers Can Read about Science Topics to Become Experts	Timeline: May
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Big Idea: Readers build knowledge on a topic by reading deeply

Learning Objectives:

The student will:

- Use the process of questioning, wondering, and reading to learn about a science topic:
 - build background knowledge
 - preview texts
 - analyze text features
 - ask questions
 - summarize the main idea and details
- Describe how facts support specific points the author makes across a text
- Use domain specific vocabulary in conversations and notes
- Learn to “read” illustrations, maps, diagrams, timelines, etc.

Suggested Learning Activities:

- Teach students that readers can chunk the text using the subheadings or section headings. At the end of each chunk, we can cover the text and say (or write on a Post-it), ‘This part teaches me _____,’ and then, ‘It teaches me by giving examples or evidence such as _____.’
- Teach students that readers of nonfiction texts remember and use all we know about the topic when we are reading. ‘Today I want to teach you that as scientists are studying, reading, and thinking about the main ideas in our books, we will also want to bring all we know about our topic to our reading. We can recall our experiments, activities, explorations, and learning from science and writing workshops to help us explain and think about what we are learning during reading workshop.’
- Teach students that as we read, we orient ourselves to a new topic and quickly gain knowledge by skimming and scanning across all of the features of the page—not just text, but also the photographs, maps, timelines, diagrams, charts, captions, and sidebars. As we are reading across the different features, we try to name the big concepts and say or jot, ‘The big idea in this section is _____’ and ‘This timeline and this photograph show _____.’
- Today I want to remind you that readers of nonfiction texts collect and use the words that we learn when teaching and talking about our topic. We can do this by placing Post-its in places where we learn a new word and writing down what we think the word means. You will want to have these words with you as you are reading and talking with your partners and clubs. Collect these new words and add them to the “Vocabulary Wall.”

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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Listen to partner conversations● Stop and jot notes● Graphic organizers● Running records● TC Benchmarks● Conferring notes● Reading response notebook
<p>Re-teaching:</p> <ul style="list-style-type: none">● Strategy groups● Individual conferences● Graphic Organizers	<p>Enrichment:</p> <ul style="list-style-type: none">● Prove and disprove facts found across texts● Develop questions and science experiments to test a hypothesis● Add a sidebar, diagram, map, or timeline to a book to help further explain a topic or vocabulary word
<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar: Unit 8 Readers Can Read about Science Topics to Become Experts● The Continuum of Literacy Learning	<p>Teacher Notes:</p> <ul style="list-style-type: none">● This unit is integrative—it connects reading, writing, and science. Your students will be reading about science in the reading workshop, writing about science in the writing workshop, and they'll be functioning like young scientists in the science workshop.● Create text sets centered about science topics taught throughout the year (life, earth, physical)● Prepare for club work● Plan to use small video clips that relate to the science topics being explored● Create a "Vocabulary Wall" for students to collect their domain-specific vocabulary words

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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 5,	1.1, 1.2, 1.5, 1.6, 1.7	RI.D.2 R1H.2.a	RL 2.10

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READERS WORKSHOP	Grade: 2	Unit of Study: Readers Can Read about Science Topics to Become Experts	Timeline: May
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Big Idea: Readers compare and contrast different texts on the same topic

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Collect information across many books on the same topic● Compare and contrast the information collected● Respond to a text and support with evidence● Synthesize information learned in their texts and knowledge gained during the science workshop	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students to come to partnerships or clubs ready to discuss what is the same and different across texts about the same topic. ‘Today I want to teach you that readers come well prepared to our clubs. One thing that we can do is to make sure that we bring clear ideas to talk about. Oftentimes, readers look across our Post-its for topics that go together. Then we look within a same-topic pile of Post-its for information that is the same. We also think about whether we can find differences among the Post-its to share.’● Teach readers to capture their responses to texts on Post-its and discuss these responses in their book clubs. ‘Today I want to remind you that we also defend our responses. One way that we can do this is to point to and cite the page or parts of a text that caused us to respond in the way that we did. You may even need to read a section aloud. Your club mates should be listening for whether the idea matches the evidence. Then we help one another further by trying to talk long about the idea. We may even open our text to a similar section.’● Teach students that readers can think about our books and the information we know from our experiences, experiments, and discussions during science workshop to help think about what is the same and what is different.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Recount or describe key ideas or details from a text read aloud	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Listen to partner conversations● Stop and jot notes● Graphic organizers● Running records
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<ul style="list-style-type: none"> or information presented orally or through other media. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> TC Benchmarks Conferring notes Reading response notebook
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Re-teaching: <ul style="list-style-type: none"> Strategy groups Individual conferences Graphic Organizers 	Enrichment: <ul style="list-style-type: none"> Make a “Contradiction Chart” if information in different texts doesn’t match. Check multiple sources to prove or disprove each fact.
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Resources: <ul style="list-style-type: none"> Curricular Calendar: Unit 8 Readers Can Read about Science Topics to Become Experts The Continuum of Literacy Learning 	Teacher Notes:
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 5	1.1, 1.2, 1.4, 1.5, 1.6, 2.3, 2.4	R3c.3.g R3A.2 ICTL3.B.2	RI 2.3 RI 2.5

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READERS WORKSHOP	Grade: 2	Unit of Study: Readers Can Read about Science Topics to Become Experts	Timeline: May
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Big Idea: Readers learn by asking questions

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Read across texts to formulate questions ● Recognize and form hypotheses ● Return to the hypotheses written and think up ways they might be tested through an experiment ● Record and share their new understanding about a topic 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Today I want to teach you one thing that scientists do to formulate important questions. We read and think across not just one but many books on a topic. We think about how the information from one text helps us understand information from another text more deeply, and then we ask a question about what we still want to know. ● Ask club members to record their collective queries on the topic on a chart or “question board.” As a next step, you might also ask them to add a second column, headed Hypothesis. Teach children to begin a hypothesis with prompts that establish their probable, unconfirmed status: <ul style="list-style-type: none"> <input type="checkbox"/> “Perhaps _____.” <input type="checkbox"/> “It could be that _____.” <input type="checkbox"/> “Maybe this is because _____.” <input type="checkbox"/> “This may occur because _____.” ● Today I want to remind you that we can use reading workshop to come up with our own questions that we want to explore more deeply in science or writing workshop. We can reread parts of the text and think to ourselves, ‘What does that make me think? What experiment could I try in class?’ ● Teach students that we can test the ideas we are thinking about using not only examples in the text but also things we see and know from our life experiences. For example, someone might say, ‘I learned that going up a ramp takes more force and going down a ramp takes less. I wonder if that’s why I see trucks unload their boxes into the basement of a building by a ramp? It makes their work easier.’
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Listen to partner conversations● Stop and jot notes● Graphic organizers● Running records● TC Benchmarks● Conferring notes● Reading response notebook
<p>Re-teaching:</p> <ul style="list-style-type: none">● Strategy groups● Individual conferences● Graphic Organizers	<p>Enrichment:</p> <ul style="list-style-type: none">● Write lab experiment directions to test out a hypothesis. Include questions and answers.
<p>Resources:</p> <ul style="list-style-type: none">● Curricular Calendar: Unit 8 Readers Can Read about Science Topics to Become Experts● The Continuum of Literacy Learning	<p>Teacher Notes:</p>

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	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Name _____ Date _____</p> <p align="center">Lab Journal</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="font-size: small;">Question</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="font-size: small;">Predict</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="font-size: small;">Test/Outcome</p> </div> </div> <div style="width: 35%;"> <p>Name: _____</p> <p>KWL Chart</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>Know</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> </div> </div> </div>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 5	1.1, 1.2, 1.4, 1.5, 1.6, 2.3, 2.4	R3c.3.g R3A.2 ICTL3.B.2	RI 2.3 RI 2.5

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INTERACTIVE READ ALOUD	Grade: 2	Unit of Study: Readers Can Read about Science Topics to Become Experts	Timeline: May
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Big Idea: Readers will synthesize during and after reading a text to understand the text more clearly


<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Monitor overall meaning, important concepts, and themes as they read, understanding that their thinking evolves in the process ● Retell what they have read as a way of synthesizing ● Capitalize on opportunities to share, recommend, and criticize books they have read ● Extend their synthesis of the literal meaning of a text to the inferential level ● Synthesize information across texts 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Model how your thinking evolves as you read and reread a text. Chart the thinking you shared aloud with the students. Begin with prompts such as: <ul style="list-style-type: none"> ○ I'm thinking... ○ At first I thought _____, but now I'm thinking _____. ○ This is really different than I thought it was going to be... ● Teach students that retelling is way of synthesizing. Have partners take turns retelling a book that the other partner hasn't read. Continue practicing this strategy by stopping and retelling portions of a text. Model how to retell by: <ul style="list-style-type: none"> ○ only sharing what's important ○ in a way that makes sense ○ not telling too much ● Gather several published reviews of children's books to read to the class. Model to students how you can recommend books to others by sharing a short book talk that includes why or why not you would recommend this book to others (the whole class or individuals). Students can record their recommendations and create a "Recommended Book List" wall or board. ● Have students resort your realistic fiction texts according to themes. Have students explain their thinking and then back it up with evidence. Use lessons learned in fables to generate ideas.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Listen to partner conversations ● Stop and jot notes
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<ul style="list-style-type: none"> adults in small and larger groups. ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> ● Graphic organizers ● Running records ● TC Benchmarks ● Conferring notes ● Reading response notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Strategy groups ● Individual conferences ● Graphic Organizers 	<p>Enrichment:</p> <ul style="list-style-type: none"> ●
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar: Unit 8 Readers Can Read about Science Topics to Become Experts ● The Continuum of Literacy Learning ● Miller, Debbie. <i>Reading with Meaning</i> 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Choose texts that relate to the science topics students are studying in Readers Workshop and science ● Fiction texts include: <i>Smoky Night</i> by Eve Bunting, <i>The Alphabet Tree</i> by Leo Lionni, and <i>Oliver Button is a Sissy</i> by Tomie dePaola 
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 5	1.1, 1.2, 1.4, 1.5, 1.6, 2.3, 2.4	R1D.2 R1H.2.a R3c.2a-g	RI 2.10 RI 2.1

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SHARED READING	Grade: 2	Unit of Study: Readers Can Read about Science Topics to Become Experts	Timeline: May
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Big Idea: Readers will learn accuracy, fluency, and comprehension strategies

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Review and reteach accuracy, fluency, and comprehension skills in whole and small groups (based on your student's needs) ● Fiction Text: <ul style="list-style-type: none"> ○ Review skills: main idea and details, retell, summarize, author's purpose, characters, sensory details, vocabulary, compare and contrast ● Nonfiction Text: <ul style="list-style-type: none"> ○ Review skills: text features, vocabulary, main idea and details, fact and opinion, research, compare and contrast ● Comprehension Strategies: <ul style="list-style-type: none"> ○ Review skills ○ Compare and contrast ○ Main idea and details ○ Author's purpose ○ Summarize 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students that readers read expecting to learn new vocabulary words. When we come to a word we don't know, we can use base words, prefixes, and suffixes to determine the meaning of the new word. First, stop at the unknown word. Next, think about what the base word means. Then, think about what the prefix and/or suffix means. Finally, use the meaning of the base word, prefix, and/or suffix to figure out the new word. ● Teach readers to retell the main idea and the details by stating the main idea and saying, "One example of this is...and another example is..." Give each pair of students a short story or article. Have partners read the article to determine what the story or article is mostly about. Have partners record the main idea on a large sticky note. Have each student record 1-3 details on smaller sticky notes to show how it supports the main idea. Have partners retell the main idea and details to each other. ● Teach readers to think about all of the ideas that are growing in their minds while reading a text. Explain that readers weigh everything that has been read against their own thinking and decide what makes sense to them. After reading a text think... <ol style="list-style-type: none"> 1) What is the author's purpose and point of view? 2) What do I think about the information in the article? 3) How did my learning grow and change? 4) How can I summarize my new learning to others?
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Listen to partner conversations • Stop and jot notes • Graphic organizers • Running records • TC Benchmarks • Conferring notes • Reading response notebook
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Strategy groups • Individual conferences • Graphic Organizers 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Continue to have students turn their oral responses into written responses
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<p>Resources:</p> <ul style="list-style-type: none"> • Curricular Calendar: Unit 8 Readers Can Read about Science Topics to Become Experts • The Continuum of Literacy Learning 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Chapters and sections from the Science Flip Chart (and student books) could serve as a shared reading text
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 5	1.1, 1.2, 1.4, 1.5, 1.6, 2.3, 2.4	R1H.2.a,c R2C.2 a-d R1D.2 R1H.2.a R1C.2	RL 2.4 RL 2.10 RI 2.1 RF. 2..3 a-f

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THINKING STRATEGY	Grade: 2	Unit of Study: Readers Can Read about Science Topics to Become Experts	Timeline: May
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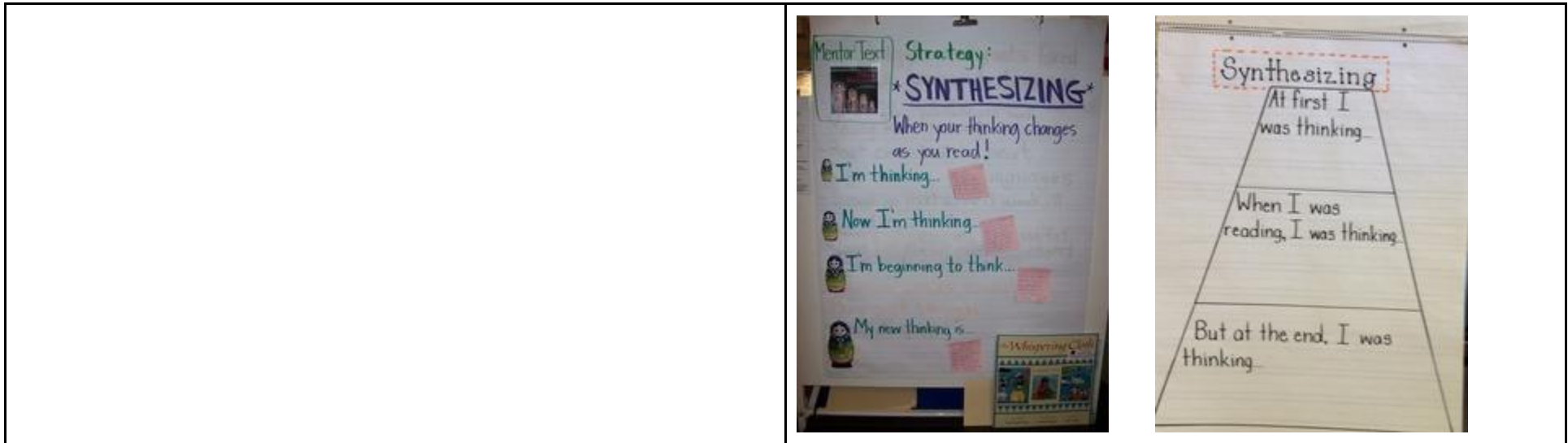
Big Idea: Readers synthesize as they read to understand

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Notice how our thinking evolves and changes as we read 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Before reading a book aloud, have students write down facts they know about a topic. Then read the story and talk about what new things they learned. Discuss how we get new ideas after we read and that changes what we were thinking. • Have students complete a before reading/after reading page where they can show how their thinking changed as they read a story.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Stop and Jots • Reading response journals • Conferring
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<p>Resources:</p> <ul style="list-style-type: none"> • Strategies That Work • Mosaic of Thought 	Teacher Notes:
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1. 3. 5	1.1, 1.2, 1.4, 1.5, 1.6, 2.3, 2.4	R1D.2 R1H.2a, c	RI. 2.10 RL 2.1

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Informational Writing about Science	Timeline: May
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Big Idea: The student will record information while observing and studying topics

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Learn how to record information while observing and studying topics● Create questions as they create and grow ideas about their topic	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that scientists record as much information as we can while we are observing and studying our topics. We can draw detailed precise illustrations and label using precise vocabulary. We can also add captions to explain our work.● Teach students that as we observe, record, and grow ideas about our topics we can also create questions that we want to pursue. We can ask ourselves, "What are our observations making us wonder?" and "What questions do we have that we think we could test out?" Then we write our ideas about these questions.● Teach students that talking about science is a lot like talking about books. We can use our book-talk charts to grow different kinds of ideas in science. Whenever we need ideas for our writing, we can look at the chart and say the prompt to ourselves and let the prompt lead us to an idea. We can use prompts like I noticed..., This makes me realize..., I used to think, but now I know..., My thinking changed because.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Observation● Conferring Notes● Writer's Notebooks● Cold write
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Re-teaching: <ul style="list-style-type: none"> ● Small group ● Individual conference 	Enrichment:
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Resources: <ul style="list-style-type: none"> ● Curricular Calendar-Unit 9: Informational Writing about Science ● Continuum of Literacy Learning ● Units of Study: Book 6 Nonfict: Procedures and Reports ● 2nd Grade Writers 	Teacher Notes: <ul style="list-style-type: none"> ●
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 4, 5, 6, 7	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3,	W3A.2.a ICTL 5A.2	W. 2.7 W. 2.8

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Informational Writing about Science	Timeline: May
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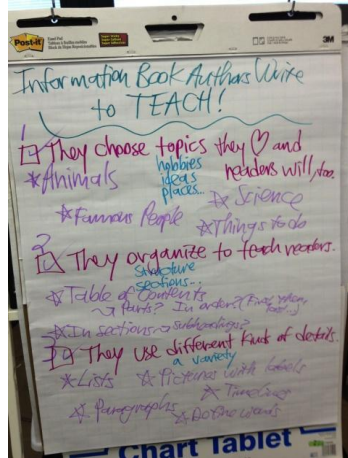
Big Idea: The student will plan for informational books

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Plan for informational books by rereading notes● Use mentor texts	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that as scientists conduct experiments we want to keep detailed accurate notes. We want to pay close attention to the materials we use, how long things take, and what our conclusions are about what happened.● Teach students that writers plan informational/experimental books by rereading our notes and thinking about the big things we learned and the experiments we conducted. Then, we can choose the information that is important to teach others.● Teach students to use mentors to help us make our writing look and sounds like other science books in the world. We can think about how we want our whole books to be structured, individual pages to be organized, which details science writers often include, and so on. As we are studying our mentor texts, we may ask ourselves, "What is this author doing in his/her writing that I could do too?"
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Observation● Conferring Notes● Writer's Notebooks● Cold write
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Re-teaching: <ul style="list-style-type: none"> • Small group • Individual conferences 	Enrichment: <ul style="list-style-type: none"> •
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Resources: <ul style="list-style-type: none"> • Curricular Calendar-Unit 9: Informational Writing about Science • Continuum of Literacy Learning • Units of Study: Book 6 Nonfict: Procedures and Reports • 2nd Grade Writers 	Teacher Notes:  <ul style="list-style-type: none"> •
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 4, 5, 6, 7	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3,	W3A.2.a ICTL 5A.2	W. 2.7 W. 2.8

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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Informational Writing about Science	Timeline: May
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Big Idea: The student will include an introduction and conclusion

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Include an introduction and conclusion ● Include photographs ● Change the size of text ● Include a cover page 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students that writers can include an introduction and conclusion to our books. When we are writing our introductions and conclusions, we think about the important points in our books. We can highlight the important information and give a little information about our topics in our introductions and conclusions. ● Teach students to think about the ways to make our books as visually attractive as possible for our readers. Some things we can include in our books are photographs, changing the size of the text, designing an eye-catching cover, writing and intriguing blurb for the back, and creating an author's page that includes other books the author has written.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Observation ● Conferring Notes ● Writer's Notebooks ● Cold write
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City of St. Charles School District Communication Arts Curriculum K-6
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Resources: <ul style="list-style-type: none"> ● Curricular Calendar-Unit 9: Informational Writing about Science ● Continuum of Literacy Learning ● Units of Study: Book 6 Nonfict: Procedures and Reports ● 2nd Grade Writers 	Teacher Notes: <ul style="list-style-type: none"> ●
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
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WRITER'S WORKSHOP	Grade: 2	Unit of Study: Informational Writing about Science	Timeline: May
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Big Idea: Writers will reread, revise, edit and publish their works for readers

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Expand sentences using connector words● Expand sentences using prepositional phrases● Reread and revise drafts or rewrite a section to clarify meaning● Expand information by adding details or examples● Delete words or sentences that do not make sense● Understand that other writers can be helpful in the revision process● Use reference tools to edit for spelling (ex. charts, word walls, books, spelling pattern lists)● Edit for end punctuation and capitalization● Understand publishing as the sharing of a piece of writing with an audience <p>Handwriting Objectives Throughout the Year:</p> <p>The student will:</p> <ul style="list-style-type: none">● Form upper- and lowercase letters efficiently and proportionately in manuscript print● Form lowercase letters efficiently and proportionately in cursive● Write their name in cursive	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students to use connector words such as <i>so</i>, <i>and</i>, and <i>but</i>.● Teach students to use prepositional phrases that lend more clarity and precision to their writing.● Teach children that writers reread their piece when they are finished. We don't say, 'We're done!' We read our writing to decide what we can do to make it better. We add things, we take things away, and we change things until our writing piece is the very best it can be.● Teach children that not only can you revise using sticky notes, strips and flaps to add into your booklets, but also by trying a second draft! You might rewrite your entire book or chapter inside your book.● Teach children that other writers can help you revise your words. Your partner will be listening and asking questions like 'But I don't understand. What do you mean?' or 'Why is this important?' This will help you notice what other information to include.● Teach children to search for words that need to be fixed up and spelled better (snap words). You can use tools such as, the word wall, charts in the room, what you already know about vowel patterns and chunks, or you might even turn to books about your topic to help you spell words the best you can.● Teach children that when we edit our writing we will want to look at how we used punctuation to make sure that our thoughts and ideas are clear to the reader.● Create a simple publishing party which celebrates student successes. <p>Handwriting Skills:</p> <ul style="list-style-type: none">● Teacher will model Handwriting Objectives during Interactive Writing
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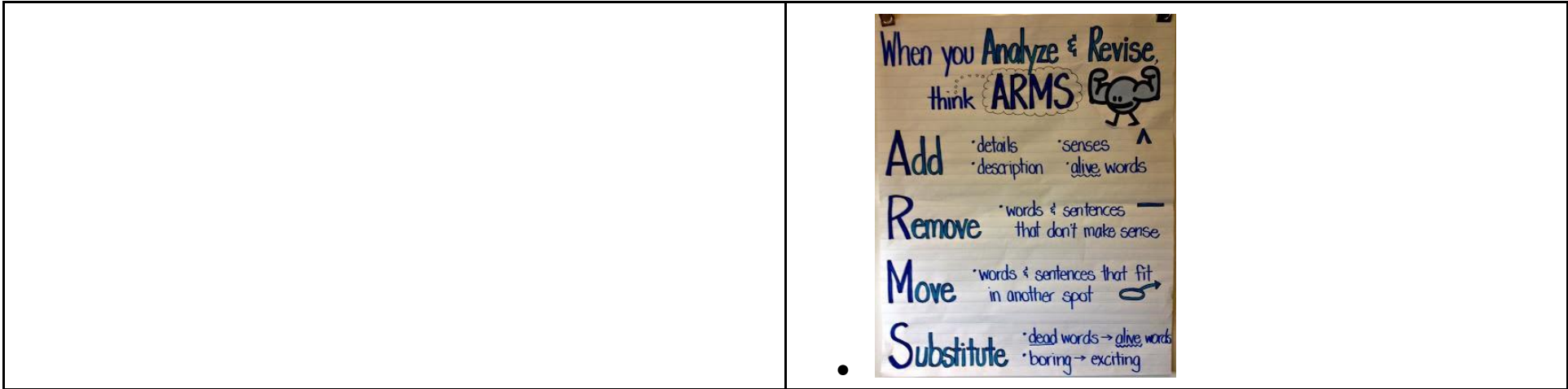
	<ul style="list-style-type: none"> ● Explicitly teach skills listed in Weeks 25-28 in Handwriting Without Tears Teaching Guide <ul style="list-style-type: none"> ○ Review and reteach as necessary
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Check for understanding regarding the revision and editing process ● Observe and note current strategies your students use to revise/edit ● Observe when students choose to revise their piece (Do they only revise when directed or is the student making revisions throughout the writing process?) ● Note students' independent comfort level when revising/editing (independent or dependent on partner or teacher?) ● Conferring notes ● Complete a cold informational piece after the unit. Compare the piece to earlier compositions.
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Individual conferences ● Small group instruction ● Review of revision and editing 	<p>Enrichment:</p> <ul style="list-style-type: none"> ●
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<p>Resources:</p> <ul style="list-style-type: none"> ● Curricular Calendar-Unit 9: Informational Writing about Science ● Continuum of Literacy Learning ● Units of Study: Book 6 Nonfict: Procedures and Reports ● 2nd Grade Writers 	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 3, 4, 5, 6, 7	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3,	W3A.2.a ICTL 5A.2	W. 2.7 W. 2.8

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GRAMMAR	Grade: 2	Unit of Study: Informational Writing about Science	Timeline: May (Continued from March/April)
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Big Idea: Writers will use prepositional phrases, adjectives and adverbs correctly


<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use prepositional phrases, adjectives and adverbs correctly● Write complete sentences● Use commas in greeting and closing of letters● Use apostrophes to form contractions and possessives● Write sentences using past, present and future tense● Use a range of complete sentences: declarative, interrogative, exclamatory● Use nouns and pronouns that are in agreement● Use subject verb and agreement in simple sentences● Use capitals for the beginning of sentences and proper nouns● Use appropriate punctuation marks for endings	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Pick a character from a book and describe its physical traits using adjectives.● Make a chart of different types of adjectives.● Make a chart of Amy Adverbs telling how, how often, when and where.● Make a chart of adverbs telling when, where, how much, how often and yes and no adverbs.● Teach students prepositional phrases during writers workshop and interactive writing.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Observation● Conferring Notes● Writer's Notebooks● Cold write
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situation in order to provide requested detail or clarification.

Re-teaching: <ul style="list-style-type: none"> ● One on one ● Small group work 	Enrichment: <ul style="list-style-type: none"> ●
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Resources: <ul style="list-style-type: none"> ● Curricular Calendar-Unit 9: Informational Writing about Science ● Continuum of Literacy Learning ● Units of Study: Book 6 Nonfiction: Procedures and Reports ● 2nd Grade Writers 	Teacher Notes:  <ul style="list-style-type: none"> ●
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 4	2.2	R1E. 2.a-c	L.2.6

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WORD WORK/ PHONICS/ SPELLING	Grade: 2	Unit of Study: Informational Writing about Science	Timeline: May
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Big Idea: Students will utilize these skills in their daily work

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use homophones and homographs● Use inflected endings for plural and past tense● Use high frequency words in daily work● Practice sorting independently● Work in word work groups and create sorts with partners● Meet with teacher in word work groups to learn and understand word work sort	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students the difference between a homophone and a homograph.● Teach students inflected endings for plural and past tense.● Make a matching homophones game.● Make a matching homographs game.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Observation● Daily written work● Conferring● Cold write● Spelling Inventory● High Frequency Word list
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Small group work ● One on one ● Review sorting 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Students can create games for each skill
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<p>Resources:</p> <ul style="list-style-type: none"> ● The Continuum of Literacy Learning: Phonics, Spelling and Word Study Grade 2 ● Words Their Way: Syllables and Affixes ● Rigby Phonics Chart <ul style="list-style-type: none"> ○ Plural Endings: Jeanette the Sleepyhead; Barnyard Town ○ Past Tense: A Horse Named Glory; Four Hikers ● Fountas and Pinnell High Frequency Word List 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Continue work with high frequency words in daily work. ● Continue to assess students with words work assessments and form sort groups based on assessment.
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Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1, 4	2.2	R1E.2. c. R1E. 2. a. R1E. 2. b.	L2.4.a-e

Appendix

English Language Arts Glossary of Terms
Depth of Knowledge (DOK) Levels
Balanced Literacy Terms
Helpful WEB Links for Communication Arts
K-6 Collective Commitments Reading Workshop
Show Me Standards
GLEs
Standards Crosswalk for English Language Arts – Grade 2

GLOSSARY OF TERMS
COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

November, 2009

This Glossary of Terms provides definitions and elaborations for terms used in the **2.0 Version** of the Communication Arts Grade and/or Course Level Expectations (GLE/CLE) documents. The Glossary includes additional terms to clarify important concepts in Communication Arts. The GLE/CLE correlations are listed in the third column. e.g., W2F = **W**riting. **2** Compose well-developed text using standard English conventions. **F** Sentence construction. Information Literacy definitions and the corresponding GLE/CLEs will be added after revisions have been completed.

*Asterisk denotes words that are content-related terminology that are not referenced in the GLE/CLE documents.

active voice	writing in which the subject of the sentence performs the action of the verb active voice - "My sister decorated the cake." (passive voice - when the subject receives the action - "The cake was decorated by my sister.")	W2C
active-listening behaviors	actions that let the speaker know the audience is listening (e.g., non-verbal body language cues such as facial expressions, gestures, eye contact; verbal cues such as questioning and summarizing main points, etc.)	LS1B
affixes	one or more sounds or letters attached to the beginning or end of a word or base: prefixes and suffixes	R1E
alliteration	repetition of sounds in stressed syllables or words in sequence [see sound device]	R2B
allusion	reference, within a literary work, to another work of fiction, film, a piece of art, or even a real event; a kind of shorthand, drawing on this outside work to provide greater context or meaning to the situation being written about. (While allusions can be an economical way of communicating with the reader, they risk alienating readers who do not recognize these references.) [see rhetorical devices]	R2B
analogy	expression showing similarities between two things. (Analogies show relationships. For example, "Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance." Analogies take the printed form A:B :: C:D and are read " <i>A is to B as C is to D.</i> ") [see rhetorical devices]	R2B R3B

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analyze	To break something down into parts to examine its nature	R1H R1I R2A R2C R3A R3C
antecedent	word, phrase, or clause to which a pronoun refers, as understood by the context	W2C W2E
author's purpose	author's intent or reason for writing: to explain/inform, to entertain, to persuade or author's intent as demonstrated by the passage	R2C R3C
automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (In the early stages of learning to read, readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, <u>not</u> to reading with expression or comprehension.)	R1D
awareness of audience	writing for a specific purpose with a specific reader or group of readers in mind	W2A
cause and effect	connection or relationship between a precipitating event or reason and its effects or results <ul style="list-style-type: none"> • cause: makes something occur • effect: outcome of the cause 	R2C R3C
character traits	characterization developed by describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.	R2C
classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, glossary, or technological tool	R1E
cohesive devices	elements that bind writing together as a whole; cohesive devices include transitional words and phrases as well as repetition of key words and the use of "reference words" that "point back" to ideas in the text	W2C

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colloquialism	common word or phrase that is used in everyday speech; colloquialisms may be specific to a geographic region; authors use colloquialisms to develop characterization (e.g., "How's it goin'?" is a colloquialism for "How are you?")	LS1A
compare	to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities	R1I R2C R3C
complex task	work consisting of multiple interconnected, involved, or complicated steps	R3D
concepts of print	conventions of print; the understanding an individual has about the accepted practices that govern the use of print and the written language (e.g., reading left to right and top to bottom, words are made of letters, use of spaces between words, use of upper- and lower-case letters, spelling patterns, punctuation, etc.)	R1A
conflict	struggle or clash between opposing characters or opposing forces <ul style="list-style-type: none"> • external conflict: a struggle between a character and an outside force <ul style="list-style-type: none"> ○ person versus person ○ person versus society ○ person versus nature ○ person versus "fate" • internal conflict: a struggle within a character <ul style="list-style-type: none"> ○ person versus self 	R2C
connotation	attitude and emotional feelings associated with a word or idea (Denotation - a word's literal meaning.)	R3C
context clues	information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase	R1E
contrast	to explain how things are different	R1I R2C R3C
conventions	capitalization, punctuation, spelling, grammar	W2E

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cueing system	any of the various sources of information aiding in the identification of an unrecognized word and helping readers construct meaning from print (e.g., phonics, grammar, context, word parts, and text structure)	R1G
culture	customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population (As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)	R1I
decode	to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning (To learn to read, one must learn the conventional code in which text is written in order to decode the written message. In reading practice, the term is used primarily to refer to word identification.)	R1C
decoding strategies	methods of translating symbols into words or identifying unknown words (roots and affixes, word chunking, context clues, etc.)	R1C
description/ descriptive writing	writing that portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) [see types of writing]	W3A
dialect	representation of the language spoken by the people of a particular place, time or social group <ul style="list-style-type: none"> • regional dialect: spoken in a specific geographic region • social dialect: spoken by members of a specific social group or class 	R2B
diary/journal	log kept by an individual or group of individuals recording daily events, thoughts and opinions, the weather, or other topics	W3A
directionality	ability to accurately perceive spatial orientation of print (e.g., the print concept of reading from left to right and top to bottom)	R1A
draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A
draw conclusions	use of facts and inferences to make a judgment or decision	R1H

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enunciation	clear pronunciation and articulation of words	LS2A
environmental print	print and other graphic symbols, in addition to books, that are found in the physical environment	R1D
euphemism	literary technique that is more acceptable and usually more pleasant way of saying something that might be inappropriate or uncomfortable (“He went to his final reward” is a common saying for “He died.”) [see literary techniques/devices]	R2B R3B
evaluate	to make a judgment of quality based on evidence	R2A R2B R2C R3A R3B R3C
exposition/ expository writing	writing that presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic [see types of writing]	W3A
fact and opinion	<ul style="list-style-type: none"> • fact: statement that can be proven • opinion: statement that reflects a writer’s belief, but which cannot be supported by proof 	R3C
fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R2A R2B R2C
figurative language	word or phrase that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness of thought [see literary techniques/devices]	R2B R3B W2D
flashback	literary technique in which the author presents information that happened before the events currently taking place [see literary techniques/devices]	R2C

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fluency	ability to read a text accurately, quickly, and with proper expression and comprehension (Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)	R1D
foreshadowing	literary technique in which the author provides clues to coming events in a narrative [see literary techniques/devices]	R2C
freshness of thought	creativity or originality in writing	W2B
genre	<ul style="list-style-type: none"> • categories used to classify literature (e.g. fiction, non-fiction, poetry, drama) • categories used to classify writing (e.g. narrative, descriptive, expository, persuasive) 	W3A
grade-level instructional text	<ul style="list-style-type: none"> • instructional reading level: the text level at which a student reads 90%-95% of the words accurately with 75%-89% comprehension; the level at which a student needs support from the teacher • independent reading level: the text level at which a student reads 96%-100% of the words accurately and comprehends 90%-100% of the content without help 	R1D

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graphic organizer	<p>a visual device in reading/and or writing for organizing information around a concept, theme, or topic; includes, but not limited to, the following:</p> <ul style="list-style-type: none"> • advanced organizer: previews instruction and provides familiar concepts that connect and anchor the new learning • chart: gives information, shows processes, or makes comparisons with pictures, symbols and/or words • concept map, or web: presents written ideas around a theme, characteristic, category, or word • diagram: shows how something works, how it is constructed, or how its parts relate to one another • graph: presents information with lines, pictures, and symbols rather than words • mind map: uses pictures and symbolic drawings rather than written words to display thoughts • outline: organizes information into topics and subtopics with related details; topic outlines use words and phrases to describe key information; sentence outlines use complete sentences to list major points and supporting details • Venn diagram: uses two overlapping circles to express similarities and differences in two things 	R1F W1A IL1C
high-frequency words	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	R1D
historic time frame	era, or time period, in which the plot is set; the cultural era reflected in the literature	R1I
humor	writing that is meant to entertain in a light manner, often in funny or absurd situations	W2D
hyperbole	literary technique in which exaggeration is used to convey meaning (e.g., "I've told you a million times.") [see literary techniques/devices]	R2B
idiom	term or phrase whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use (e.g., "I am pulling your leg." or "You're skating on thin ice.") [see literary techniques/devices]	R2B

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imagery	language that appeals to the five senses: touch, taste, smell, sound, and sight; mental pictures evoked through use of simile and metaphor; sensory language [see literary techniques/devices]	R2B
infer	to draw meaning from a combination of clues in the text without explicit reference in the text	R1G
irony	literary technique that compares expectations and reality dramatic irony exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters <ul style="list-style-type: none"> • situational irony involves an occurrence that contradicts the expectations of the reader or audience • verbal irony occurs when a writer or speaker says one thing but means the opposite [see literary techniques/devices]	R2B R3B
jargon	technical terms, acronyms, and language used by people of the same profession or specialized interest group [see literary techniques/devices]	R2B R3B
letter	<ul style="list-style-type: none"> • a formal business letter has a prescribed form (full block, block, semi-block) and contains a return address/heading, inside address, salutation, body paragraphs, closing, and signature • a friendly letter (informal or personal letter) has five parts: date/heading, greeting/salutation, body, closing, and signature 	W3A

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literary techniques/devices	<p>techniques/devices used in writing which are intended to create a special effect or feeling, which include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • euphemism • hyperbole • figurative language • flashback • foreshadowing • idiom • imagery • irony • jargon • metaphor • personification • propaganda • satire • simile • slang • symbolism 	R2B R3B
main idea	implicit or explicit message; what a text is “mostly about”	R1H
metaphor	<p>literary technique that makes a direct comparison between two unlike things; a comparison that <i>does not</i> use the connective words “like” or “as” (e.g., “Love is a rose.”) [see literary techniques/devices]</p>	R2B R3B
mood	feeling created in the reader which is evoked through the language of the text	R2C
narrative/narrative writing	<p>writing that relates a story or a personal essay (e.g., anecdote, autobiography, memoir) [see types of writing]</p>	W3A
nonfiction	<p>writing that reflects real events and is intended to explain, inform, entertain, persuade, or give directions (e.g., autobiography, biography, memoir, essay, workplace communications)</p>	R3A R3B R3C R3D
nonverbal communication	communication without words; body language (facial expression, gestures); sign language	LS1A

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onomatopoeia	sound device in which the word echoes or suggests its meaning, so that sound and sense are reinforced (e.g., hiss, splash, zap, whoosh, etc.) [see sound device]	R2B R3B
onset and rime	parts of monosyllabic words in spoken language, smaller units than syllables but may be larger than phonemes <ul style="list-style-type: none"> • onset: initial consonant sound of a syllable (The onset of bag is b-; The onset of swim is sw-) • Rime: part of a syllable that contains the vowel and all that follows it (The rime of bag is -ag; The rime of swim is -im. Rime is also referred to as a word chunk.) 	R1B
pace	rate or speed	R1D LS2A
parallel structure/ parallelism	deliberate repetition of similar or identical words and phrases in neighboring lines, sentences, or paragraphs [see rhetorical devices]	R2B R3B W2C
paraphrase	using one's own words to express the main ideas in what has been read, seen, or heard	R1H
passage	piece of text, fiction or non-fiction, used for instruction/assessment	*
personification	literary technique in which a non-living or non-human thing (e.g. animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities (e.g., "a happy home") [see literary techniques/devices]	R2B R3B
perspective/ viewpoint	position from which something is considered or evaluated; standpoint	R2C R3C
persuasive writing/ argument	writing that seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) [see types of writing]	W3A

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phoneme	smallest part of spoken language that makes a difference in the meaning of words (English has approximately 41 phonemes. Some words, such as “a” or “oh,” have only one phoneme. The word “if” has two phonemes: /i/ and /f/. “Check” has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B
phonemic awareness	awareness of the sounds that make up words (Beginning readers demonstrate phonemic awareness by combining or blending the separate sounds in a word to say the word: /c/ /a/ /t/ is spoken as “cat.”)	R1B
phonetic spelling	spelling a word as it sounds	W2E
phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
plot	action or sequence of events in a story; five basic elements: exposition, rising action, climax, falling action, and resolution	R2C
point of view	perspective from which a story is told <ul style="list-style-type: none"> • first person point of view: the narrator participating in the action and referring to himself/herself as “I” • second person point of view: the “you” in directions, explanations or arguments (not frequently used) • third person point of view: the narrator generally not a character in the story (although this is not always the case), and referring to the characters as “he” or “she” as the events are told <ul style="list-style-type: none"> ○ limited omniscient point of view: the narrator relating the inner thoughts and feelings of just one character ○ omniscient point of view: the narrator as all-knowing and relating the inner thoughts and feelings of all the characters 	R2C R3C
poise	appearance of ease, self-confidence, and self-control in one’s manner	LS2A
post-reading skills	strategies used to reflect on reading and to integrate new information and concepts with previously learned understandings	R1H

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predict	to use context and content clues to anticipate what might happen next	R1F R1G R1H
pre-reading strategies	activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea, and set a purpose for reading [see graphic organizer]	R1F
pre-writing strategies	activities that take place before writing to give structure and organization to the piece [see graphic organizer]	W1A
pronoun case	pronouns may be used as subjects, objects, or possessives <ul style="list-style-type: none"> • subjective/nominative case: "He went to the mall." • objective case: "The cat sat on her lap." • possessive case: "Is that your sweater?" 	W2E
propaganda techniques	methods used to make arguments more persuasive <ul style="list-style-type: none"> • appeal to ignorance: suggests that if a claim has not been proven false, then it must be true • bandwagon: promotes the idea that if everyone does it or believes it, it must be right • broad generalization: claims something to be true for all members of a group • circular thinking: uses the claim as foundational proof • either/or: assumes only two alternatives • loaded words: uses emotionally charged words to produce strong positive or negative reactions • oversimplification: makes complicated issues simple to solve • red herring: changes the subject to distract from the real argument • straw man: dismisses the other side of the argument as ridiculous 	R2B R3B
purpose	writing to explain or inform, to entertain, to describe, or to persuade	W3A
question to clarify	comprehension technique in which a student generates questions about text during reading in order to come to a deeper understanding of the text	R1H
read-alouds	fiction or nonfiction that is read aloud with students	R1G

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reading rate	speed at which a selection is read based on the purpose for reading: skimming, scanning, studying, or reading for pleasure	R1D
reflect	to think about and write or speak one's views in response to a text, presentation, or experience	R1H
reflective writing	written text conveying the writer's critical thinking about text	W3A
refrain	word, phrase or sentence that is repeated for emphasis in a poem	
reliability	dependability and credibility	LS1AI L1B
repetition	words or certain phrases repeated for a stronger emphasis by the author. [see rhetorical devices]	R2B W2D
respond to literature	to express one's thoughts and feelings about a work to reinforce understanding of the text	W3A
resume	organized summary of a job applicant's background and qualifications	W3A
retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	R1H
rhetorical device	method used in writing or speaking in which language is used to influence or persuade an audience <ul style="list-style-type: none"> • allusion • analogy • parallelism • repetition • rhetorical question • understatement 	R2B R3B W2D LS1A
rhetorical question	question posed for its persuasive effect without the expectation of a reply [see rhetorical device]	*

GLOSSARY OF TERMS
COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

November, 2009

rhyme	<p>sound device marked by the repetition of identical or similar stressed sounds</p> <ul style="list-style-type: none"> • perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in “bee” and “see” • approximate rhyme: the final consonant sounds are identical, as in “trip” and “slap” • end rhyme: the rhyming words occur at the end of the lines of poetry • internal rhyme: rhyming words occur within the lines of poetry <p>[see sound device]</p>	R2B
rhyme scheme	<p>pattern of rhyming lines in a poem (Rhyme schemes are denoted by representative letters to show which lines rhyme. For example, abab could denote a quatrain’s rhyme scheme.)</p>	*
rhythm	<p>sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables</p> <p>[see sound device]</p>	R2B
root word	<p>form of a word after all affixes are removed</p>	R1E
satire	<p>literary technique that combines a critical attitude with humor, often with the intent of correcting or changing the subject of the satire</p> <p>[see literary techniques/devices]</p>	R2B R3B
semi-phonetic spelling	<p>stage in spelling development in which the spelling represents only the surface sound features of the word</p> <p>(A few letters may represent whole words: “bk” for the word “book.”)</p>	W2E
sensory details	<p>details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)</p>	R2B W2D
sentence variety	<p>four basic types:</p> <ul style="list-style-type: none"> • declarative sentence: informs the reader; punctuated with a period • exclamatory sentence: expresses strong feelings; punctuated with an exclamation point • imperative sentence: commands, makes requests; usually punctuated with a period, sometimes with an exclamation point • interrogative sentence: asks a question; punctuated with a question mark 	W2C

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sentence structures	four basic sentence structures include: <ul style="list-style-type: none"> • simple sentence: one independent clause and no dependent clauses, as in "The dog ate my homework." • compound sentence: two or more coordinate independent clauses, but no dependent clause, as in "George talked about global warming, and Harry listened to every word." • complex sentence: one independent clause and one or more dependent clauses, as in "I knew when you came in." • compound complex: compound sentence with two or more independent clauses and one or more dependent clauses, as in "Teachers speak and students listen when both are motivated." 	W2C
setting	geographic location and time period of a story	R2C
simile	literary technique in which two unlike things are compared, using the words "like" or "as" (e.g., "Ice is smooth as glass.") [see literary techniques/devices]	R2B R3B
slang	informal words or phrases used in casual conversation [see literary techniques/devices]	R2B R3B
sound device	use of sound for certain literary effects <ul style="list-style-type: none"> • alliteration • onomatopoeia • rhyme • rhythm 	R2B R3B
stanza	division of a poem consisting of a series of lines arranged together	*
story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C
style	author's use of language; its effect and appropriateness to the author's purpose and audience	R2C W2A
style manual	systematic explanation of print conventions; rules for citing sources in text, as in the MLA Guidebook, APA Publication Manual, Chicago	IL1D
subplot	smaller story within the larger story	R2C

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summarize	to make a brief statement about the essential ideas or major points in a text	R1H
summary	shortened version of the original; (Main purpose of a summary is to highlight the major points from a text/passage, a film, or an event.)	W3A
supporting details	examples provided to describe, explain, or reinforce the main idea	R1H
symbolism	object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning [see literary techniques/devices]	R2B R3B
text features	parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)	R2A
theme	underlying or implicit meaning, concept, or message in a text	R2C
tone	attitude the author takes toward the subject, the characters, or the audience	R2C
transitional spelling	stage of spelling development in which the speller relies more on how words look than how they are pronounced	W2E
types of writing	modes, forms, and purposes of writing: <ul style="list-style-type: none"> • description/descriptive writing portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) • exposition/expository writing presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic • narrative/narrative writing relates a story or a personal essay (e.g., anecdote, autobiography, memoir) • persuasive writing/argument seeks to influence readers to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) 	W3A
understatement	form of speech in which a lesser expression is used than what would be expected [See rhetorical devices]	R2B R3B

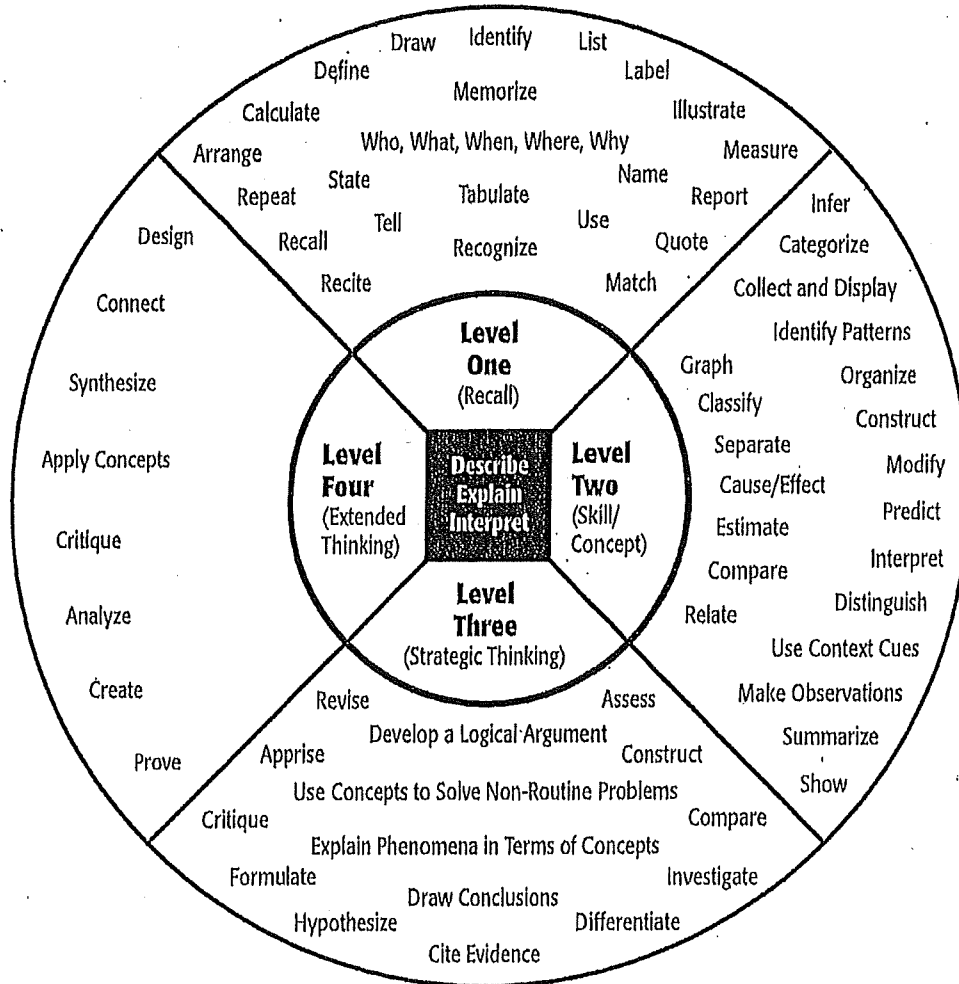
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validity	message that is relevant, accurate, justifiable, and logically correct	LS1A
verbal communication	words spoken aloud	LS1A
viewpoint/ perspective	[See perspective/viewpoint]	R2C R3C
visualize	to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text	R1G
vocabulary	words one can understand and use correctly	R1E
voice	distinctive tone or style of a particular writer; a reflection of the personality of the writer	W2D
word chunk	parts of monosyllabic words in spoken language [see onset and rime]	R1B
workplace communication	writing in and for the workplace: letters, email, memos, reports, forms, pamphlets, brochures, proposals, newsletters, manuals, advertisements, etc.	W3A
writing plan	organizational format used to “think through” a piece of writing. It is generally chosen by the student and may take the form of pictures, webs, outlines, etc.	W1A

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Depth of Knowledge Level Descriptors

	READING	WRITING
Level 1- Recall	<p>Requires students to receive or recite fact or to use simple skills or abilities. Oral reading that does not include analysis of the text as well as basic comprehension of a text is included. Items require only a minimal understanding of text presented and often consist of verbatim recall from text or simple understanding of a single word or phrase. Some examples that represent but do not constitute all of Level 1 performance are:</p> <ul style="list-style-type: none"> ➤ Support ideas by reference to details in the text. ➤ Use a dictionary to find the meaning of words. ➤ Identify figurative language in a reading passage. <p><i>Automatic responses will be dependent on grade level.</i></p>	<p>Level 1 requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition; are engaged in a simple spelling or vocabulary assessment; or are asked to write simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization and spelling. Some examples that represent but do not constitute all of Level 1 performance are:</p> <ul style="list-style-type: none"> ➤ Use punctuation marks correctly. ➤ Identify Standard English grammatical structures and refer to resources for correction.
Level 2 – Basic Application of Skill/ Concept	<p>Includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Inter sentence analysis of inference is required. Some important concepts are covered but not in a complex way. Standards and items at this level may include words such as <i>summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion</i>. Literal main ideas are stressed. A Level 2 assessment item may require students apply some of the skills and concepts that</p>	<p>Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do not constitute all of Level 2</p>

	<p>are covered in Level 1. Some examples that represent but do not constitute all of Level 2 performance are:</p> <ul style="list-style-type: none"> ➤ Use context cues to identify the meaning of unfamiliar words. ➤ Identify and summarize the major events in a narrative. <p>Use information or conceptual knowledge.</p> <p><i>At this level 2 or more steps are typical.</i></p>	<p>performance are:</p> <ul style="list-style-type: none"> ➤ Construct compound sentences, ➤ Use simple organizational strategies to structure written work. ➤ Write summaries that contain the main ideas of the reading selection and pertinent details.
<p>Level 3 – Strategic Thinking</p>	<p>Deep knowledge becomes more of a focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent but do not constitute all of Level 3 performance are:</p> <ul style="list-style-type: none"> ➤ Determine the author's purpose and describe how it affects the interpretation of a reading selection. ➤ Summarize information from multiple sources to address a specific topic. ➤ Analyze and describe the characteristics of various types of literature. 	<p>Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentences and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do not constitute all of Level 3 performance are:</p> <ul style="list-style-type: none"> ➤ Support ideas with details and examples, ➤ Use voice appropriate to the purpose and audience. ➤ Edit writing to produce a logical progression of ideas.

<p>Level 4 – Extended Thinking</p>	<p>Higher order thinking is central and knowledge is deep at Level 4. The standard or assessment item at this level will probably be an extended activity, with extended time provided. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. Students take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent but do not constitute all of Level 4 performance are:</p> <ul style="list-style-type: none"> ➤ Analyze and synthesize information from multiple sources. ➤ Examine and explain alternative perspective across a variety of sources. ➤ Describe and illustrate how common themes are found across texts from different cultures. 	<p>Higher-level thinking is central to Level 4. The standard at this level is a multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does not constitute all of Level 4 performance is:</p> <ul style="list-style-type: none"> ➤ Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both. <p><i>At Level 4 students are typically expected to include creativity as part of the overall process.</i></p>
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L.A. examples from: Council of Chief State School Officers TILSA Alignment Study, *Reviewer Background Information and Instruction, May 2001.*

Balanced Literacy Terms

Revised March 2013

Term	Definition
Oral Story Telling	Component of balanced literacy that supports the writing workshop and language development. Students are engaged in various story telling opportunities. This may include retelling a teacher's story, a partner's story or their own story. Teaching opportunities may include the five finger story, listening skills, expressive language, vocabulary, turn-taking and semantics.
Reader's Workshop	Component of balanced literacy in which reading is done by the students. The start of the workshop should consist of a focused teaching point through a mini-lesson. After the mini-lesson, students are sent off to independently read, partner read, and/or participate in book clubs. While students are reading the teacher is conferring with readers, leading a small guided reading or strategy group and/or assessing reading. You may provide a mid-workshop teaching point as an opportunity to highlight exemplary work, problem solve, give an additional teaching point or highlight a conference. Workshop ends with a teaching share to reinforce the teaching point from the mini-lesson.
Mini-lesson	Component of reader's workshop lasting 7-12 minutes. The components of the mini-lesson are: <ul style="list-style-type: none"> • Connection: link to prior learning, building background knowledge, ie... "Readers, yesterday we learned..." • Teaching Point: A focused reading skill/strategy to be explicitly taught through teacher modeling with mentor texts. Create a chart with your students to use as a tool on how to use this strategy while they are independent reading. ie... "Readers, today we will be learning..." As you model from a mentor text, "Readers, watch me while I..." • Active Engagement: Students will practice the reading strategy modeled on their own or with a partner in their independent text or a provided text. "Readers, now you try..." • Link: Restate the teaching point. Remind students of the skill or strategy they will practice in their independent reading during workshop today. Send them off to read. "Readers, today and everyday you can..."
Midworkshop Teaching Point	This is an opportunity halfway through the workshop time to pause the reader or writer and address the whole class in a 1-2 minute teaching point. This can include: highlighting student thinking or work, reminders, a previous teaching point, etc...

Teach Share	The workshop ends with a small amount of time for the students to work collaboratively with others sharing thinking or the work they have done. (this is NOT an author's chair) The teach share begins with the teacher framing the time with a statement highlighting or celebrating student work or providing another reminder/teaching point. Then students share with partners, clubs or as a whole what they did in relation to the teaching point. (lasts 3-5 minutes)
Writer's Workshop	Component of balanced literacy in which writing is done by the students. The start of the workshop should consist of a focused teaching point through a mini-lesson. After the mini-lesson, students are sent off to independently write within the genre study. While students are writing the teacher is conferring with writers, leading a small guided writing groups or strategy groups and/or assessing writers. You may provide a mid-workshop teaching point as an opportunity to highlight exemplary work, problem solve, give an additional teaching point or highlight a conference. Workshop ends with a teaching share to reinforce the teaching point from the mini-lesson.
Reading Logs	Each reader should have a reading log that is used daily at home and school throughout the course of the school year. This tool will provide the teacher and student with evidence of growth of stamina, volume, genre choices, reading life at home and school. Goal setting can be done around the reading log.
Interactive/Shared Writing	This is a strategy in which to teach structure and mechanics in writing. The class can use a shared experience to write about while practicing mechanics, spelling, grammar and writing structures (ie. parts of a letter) This is typically done on chart paper and the "pen" is shared by teacher and student. All interactive writing charts should display accurate conventions to act a model for reading and writing. (everything should be spelled correctly and grammatically correct)
Interactive Read Aloud	Interactive read aloud is the heart of the balanced literacy classroom. Children should be read to everyday, while given time for accountable talk 3 times per week. Read aloud text should be at or slightly above the average reading level in your classroom. The read aloud should support the work done in Reader's Workshop. (ie. Unit of Study) The read aloud consist of a book introduction, vocabulary, think alouds, turn and talks and finally grand conversation.
Turn and Talk (Think, Pair, Share)	Turn and Talk is an opportunity for all students to have a voice. Students should be paired with a partner that they will discuss a topic, question or idea during mini-lesson or interactive read aloud. During a turn and talk the teacher is listening in on children's conversations while coaching thinking. This is also a time when the teacher can take notes about student thinking and talking about books, writing, reading skills, etc...

Think Aloud	Think alouds are modeled by the teacher during interactive read aloud. The think aloud is a time when the teacher pauses and models thinking aloud that he/she wants readers to do in a few minutes during turn and talk.
Guided Reading	While students are independently reading during the workshop time, A-J readers may be pulled together for a guided reading group on their instructional level. Guided reading consists of setting up the book through vocabulary instruction, looking at the cover, and making predictions. Students are coached on thinking within (MSV), thinking beyond (comprehension), and thinking about the text (critiquing and/or analyzing). Students read independently of each other while the teacher listens in and coaches on MSV. The teacher may also take a running record during this time.
Strategy Groups	While students are independently reading and/or writing during the workshop time, readers/writers may be pulled together for a strategy group. This group could consist of various leveled readers/writers working on the same strategy or skill.
Conferring	While students are independently reading or writing the teacher will confer with students on previously taught skills or strategies that students are expected to do in their independent reading/writing. The components of a conference are research, decide, teach, and link. During the RESEARCH the teacher will question the reader/writer about what they are doing as a reader/writer. The teacher will take anecdotal notes on the child's strengths and weaknesses. From the notes taken, the teacher will DECIDE on a skill or strategy to teach. The teacher will model (TEACH) the skill or strategy. The student will practice the skill or strategy. At the end of the conference the teacher will LINK the new learning to future work.
Running Records	Running records are an assessment tool that the teacher uses to gain instructional information around the cuing systems of reading (meaning, structure, visual). Informal running records are done frequently to determine the next steps of instruction.
Word Work	Word work is a component of balanced literacy that includes phonemic awareness, phonics instruction, spelling instruction, word wall and high frequency words.
Word Wall	A word wall is a scaffolding tool for readers and writers as they are gaining independence. Examples of word walls are high frequency words and content word walls.

Book Clubs	During the independent reading time of reader's workshop, students may participate in book clubs. Approximately three times per week book clubs will meet and discuss their books. These are readers using multiple copies of the same book in sync with each other. Book club participants will engage in conversations much like the conversations you have had in interactive read aloud.
Partner Reading	During K-2 reader's workshop, as students are gaining stamina they may participate in partner reading. This is when two students on the same reading level are sharing the same text. Reading is done aloud either chorally or I read, you read. During this time teachers should be listening in, conferring with partnerships, and taking anecdotal records.
Stop and Jot (Post-it)	Students should be writing about reading. Stop and jot provides students with an opportunity to anchor their thinking and talk back to their books. Students could post-it about character's feelings, how characters change over time, boxes and bullets, story gist, envisionment, predictions, etc.. This can be done in their independent books or and/or during interactive read aloud time.
Reader's Notebook	A reader's notebook can be used by students during the workshop time or interactive read aloud time to record thinking and talking back to texts. This could include stop and jot, writing long and strong, question/answer, graphic organizers, etc..
Writer's Notebook (Grades 3-6)	All student grades 3-6 will have a writer's notebook. A writer's notebook is used during the writer's workshop time for generating ideas, drafting, revising and editing pieces of writing. The writer's notebook is for student use as they practice craft, structure, meaning/significance, conventions, and ideas.
Book Boxes	All students should have a place to keep "just right books" that they are to be reading at home and school. This can be baggies, boxes, magazine cartons, etc... Students reading levels A-E should have at least 10-12 books in their baggies, F-L: 8-10. Once student are in chapter books they should have a variety of chapter books as well as picture books consisting of fiction and non-fiction at their fingertips.
Anchor Chart	A visual aid created with students that teaches and supports a skill or strategy for readers and writers.
Reading Stamina & Volume	Reading stamina is how LONG a student is engaged in independent reading. Reading volume is how MUCH a student is independently reading during a given amount of time. Stamina and volume vary based on reading level.
Writing Stamina & Volume	Writing stamina is how LONG a student is engaged in independent writing. Writing volume is how MUCH a student is independently writing during a given amount of time. Stamina and volume vary based on writing level.

Helpful Links for Communication Arts

Common Core State Standards (CCSS):

- English/Language Arts - <http://www.corestandards.org/ELA-Literacy>

Missouri Department of Elementary and Secondary Education (DESE):

- Missouri Core Academic Standards for Communication Arts:
<http://dese.mo.gov/webinar/Webinar-fall2012-english-CCR.htm>
- Grade Level Expectations (GLE) / Crosswalk
 - Kindergarten - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-K-11.pdf>
 - 1st Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-1-11.pdf>
 - 2nd Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-2-11.pdf>
 - 3rd Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-3-11.pdf>
 - 4th Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-4-11.pdf>
 - 5th Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-5-11.pdf>
 - 6th Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-6-11.pdf>

Teachers College (TC): <http://readingandwritingproject.com/>

- Reading Assessments -
<http://readingandwritingproject.com/resources/assessments/reading-assessment>
- Writing Assessments (narrative writing continuum) -
<http://readingandwritingproject.com/resources/assessments/writing-assessments.html>
- Additional Assessment Tools -
<http://readingandwritingproject.com/resources/assessments/additional-assessment-tools.html>
- Classroom Charts
 - Kindergarten - <http://readingandwritingproject.com/resources/classroom-charts/kindergarten>
 - 1st Grade - <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>
 - 2nd Grade - <http://readingandwritingproject.com/resources/classroom-charts/second-grade.html>
 - 3rd/6th Grade - <http://readingandwritingproject.com/resources/classroom-charts/third-eighth-grade.html>

	Reading Workshop
Teacher	<ul style="list-style-type: none"> • Engages students with effective whole group mini lessons that follow a similar structure (connection, teaching point, active involvement, link) • Confers with readers to move them along learning pathways • Meets with small groups of students with similar reading needs in guided reading and/or strategy groups • Includes mid-workshop teaching point and a teaching share to highlight exemplary work, to problem solve, give an additional point, or highlight a conference • Uses formal and informal reading assessments to drive whole group and individual instruction • Develops individual student goals and has a plan to assist students in meeting them • Has a system to organize and use conferring notes, assessments, and reading goals
Students	<ul style="list-style-type: none"> • Independently reading self-selected, best fit books • Read for a variety of genres • Regularly share reading reflection, experience, and new learning with a peer or whole class through partner reading (K-2) and/or book clubs (2-6) • Process reading through turn and talks, stop and jots, reading notebook, writing from a post-it, higher level thinking writing prompts tied to deepening meaning (a variety of these strategies could be used K-6) • Focus on meaning while reading (making connections, questioning, visualizing, inferring, synthesizing, monitoring, and determining importance) • Meets with teacher regularly based on student data in a guided reading group, strategy group, or individual conference
Structures & Systems	<ul style="list-style-type: none"> • Most of the reader's workshop time is spent with students independently reading just right books • Small group and or conferring with students occurs daily • A variety of organizational tools such as book boxes, take-home baggies, reader's notebooks, and reading logs (K-6) are used • Anchor charts are visible • Proper pacing of the Units of Study • End of unit celebrations occur

Writing Workshop	
Teacher	<ul style="list-style-type: none"> • Engages students with effective whole group mini-lessons that follow a similar structure (connection, teaching point, active involvement, and link) • Confers with writers to move them along learning pathways • Meets with small groups of students with similar writing needs • Includes mid-workshop teaching point and a teaching share to highlight exemplary work, problem solve, give an additional teaching point or highlight a conference • Uses mentor text to model effective writing strategies
Students	<ul style="list-style-type: none"> • Independently generate writing of self-selected topics • Write for a variety of genres • Regularly share writing/reflection/experience/new learning with a peer or whole class
Structures & Systems	<ul style="list-style-type: none"> • Organizational tools such as writer’s notebooks (3-6) or writing folders (K-2) are used; folders may include tools such as alphabet charts and personal dictionaries • Use of word walls, anchor charts, and shared writing are visible • Proper pacing of the Units of Study • End of unit celebrations occur • Most of the writer’s workshop time is spent with students independently writing on self-selected topics • Small group and/or conferring with students occurs daily

Shared Reading	
Teacher	<ul style="list-style-type: none"> ● Introduce new and reread a variety of text (poems, charts, posters, big books, songs, word wall) ● Pick one or two focus skills a week ● Provide moments for your students to have discussions ● Model various reading strategies ● Use “Guess the Covered Word” techniques and other strategies to orchestrate MSV ● Use as a foundation of Reader’s Workshop ● Plan out presentation of teaching points
Students	<p>Students are highly engaged in:</p> <ul style="list-style-type: none"> ● Practicing the skills ● Using reading strategies ● Actively listening ● Reading along with the text ● Sharing strategies to help each other
Structures & Systems	<ul style="list-style-type: none"> ● Daily shared reading outside the Reader’s Workshop (K-1) ● Minimum of 2 times a week of shared reading for 2nd grade ● Current grade level text ● 1-2 teaching points a week ● Variety of texts ● Focus on reading strategies

Interactive Read Aloud with Accountable Talk	
Teacher	<ul style="list-style-type: none"> ● Present a variety of genres ● Pick one or two focus skills a week ● Provide moments for your students to have whole class conversations ● Use as a foundation of Reader's Workshop ● Plan out presentation of teaching points ● Model thinking like a reader ● Model higher level thought process to aid in comprehension
Students	<ul style="list-style-type: none"> ● Practicing the skills ● Actively listening ● Engaged ● Turn and Talk/ Stop and Draw/Stop and Jot ● Students question each other to deepen understanding
Structures & Systems	<ul style="list-style-type: none"> ● Daily read alouds outside the Reader's Workshop time ● Preplanning interactions ● 1-2 teaching points a week ● Rich literature that engages readers ● Focus on comprehension ● Variety of texts ● Turn and Talk / Think Aloud/Whole class conversation

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which "knowledge" grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

TURN OVER

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that "knowing" and "doing" are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one's knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 "performance" standards, listed under four broad goals. On the reverse side are 40 "knowledge" standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

Authority for the Show-Me Standards: Section 160.514, Revised Statutes of Missouri, and the Code of State Regulations, 5 CSR 50-375.100.

GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem.
8. assess costs, benefits and other consequences of proposed solutions

TURN OVER

GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

Communication Arts Grade Level Expectations

The Communication Arts *Grade Level Expectations* document is an **updated** version of the March, 2004 K-12 Communication Arts Grade Level Expectations. Missouri educators from across the state, representing education from the primary grades through the college level, met numerous times to carefully examine the current Grade Level Expectations and make suggestions to update that document. This is the result of their discussion and study.

Please note:

- In several instances, the difference is a change in location, rather than a change in the GLE itself.
- All Communication Arts content may be assessed at the grade level where it appears.
- Teachers are responsible for content up to—and including—that which appears at the grade level they teach. This document represents a continuum of instruction, so teachers must be familiar with GLEs leading up to their grade level so that they may scaffold instruction for students missing requisite skills.
- The GLE Update and Review Committees addressed only Reading and Writing.

An asterisk (*) is used to indicate GLEs that are locally assessed.

PLEASE NOTE: The Information Literacy strand will be revised during the 2008-2009 school year. The existing version is included at the end of this document and includes grades K-12. While the Information Literacy GLEs are under revision, teachers are responsible for the content in the existing version.

Sources: *7 Keys to Comprehension: How to Help Your Kids Read It and Get It!* (Zimmerman, Susan and Chryse Hutchins, Heinemann Publishers); *Apprenticeship in Literacy: Transitions Across Reading and Writing* (Dorn, Linda, Stenhouse Publishers); *Glossary of Terms* (NAEP Reading Framework); *Information Literacy Strands for Student Learning: Standards and Indicators* (American Association of School Librarians and the Association for Educational Communications and Technology, 1998); *Literary Devices* (Jay Braiman, 2003,2006); *Mosaic of Thought* (Zimmerman, Susan and Elin Keene, Heinemann Publishers); *NETS for Students* (International Society for Technology in Education, National Educational Technology Standards for Students); *Scaffolding Young Writers: A Writer's Workshop Approach* (Dorn, Linda, Stenhouse Publishers); *Shaping Literate Minds: Developing Self-Regulated Learners* (Dorn, Linda, Stenhouse Publishers); *Strategies that Work: Teaching Comprehension to Enhance Understanding* (Harvey, Stephanie and Anne Goudvis, Stenhouse Publishers); *Units of Study for Primary Writing* (Calkins, Lucy, Heinemann Publishers); *Units of Study for Teaching Writing Grades 3-5* (Calkins, Lucy, Heinemann Publishers).

Missouri Department of Elementary and Secondary Education
October, 2008

Reading

1 Develop and apply skills and strategies to the reading process									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	* Demonstrate basic concepts of print: a. directionality left to right, return sweep, top and bottom b. understanding that the story is in the print c. word by word matching d. distinction between letter and word	* Demonstrate concepts of print: a. upper- and lower-case letters b. first and last letters in words c. directionality in letter and word order d. punctuation has meaning							
	Print Concepts								
DOK	1	1							
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6							
B	* Develop ability to recognize sounds (phonemes) in words (phonemic awareness): a. recognize rhyming words b. isolate consonant sounds c. hear and say onset and rime d. hear and say spoken phonemes	* Demonstrate ability to use phonemes to construct words: a. produce rhyming words b. separate and say sounds in words c. blend sounds to form words d. replace beginning and ending sounds to form new words							
	Phonemic Awareness								
DOK	1	2							
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6							

Reading

		1 Develop and apply skills and strategies to the reading process								
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C	* Develop and apply decoding strategies to "problem-solve" unknown words when reading instructional text	* Develop and apply decoding strategies to "problem-solve" unknown words when reading instructional text	* Develop and apply decoding strategies to "problem-solve" unknown words when reading instructional text	* Apply decoding strategies to independently "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed
	* Develop and apply decoding strategies to "problem-solve" unknown words when reading instructional text	* Develop and apply decoding strategies to "problem-solve" unknown words when reading instructional text	* Develop and apply decoding strategies to "problem-solve" unknown words when reading instructional text	* Apply decoding strategies to independently "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed
D	* Read simple text a. containing a small bank of high-frequency words b. consisting of environmental print	* Read grade-level instructional text by developing automaticity of an increasing core of high-frequency words with appropriate phrasing and expression	* Read grade-level instructional text with fluency, accuracy and expression	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text
Fluency	* Read simple text a. containing a small bank of high-frequency words b. consisting of environmental print	* Read grade-level instructional text by developing automaticity of an increasing core of high-frequency words with appropriate phrasing and expression	* Read grade-level instructional text with fluency, accuracy and expression	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text
DOK	1	1	1	1	1	1	1	1	1	1
ST	CA 2, 3, 1.6	CA 2, 3, 1.5	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6

Reading

1. Develop and apply skills and strategies to the reading process							
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
E	* Develop vocabulary by listening to and discussing unknown words in stories	* Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. word chunks c. context clues	* Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. classroom resources c. context clues	Develop vocabulary through text, using a. root words and synonyms b. synonyms and antonyms c. context clues d. glossary dictionary, with assistance	Develop vocabulary through text, using a. root words and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus
Vocabulary							
DOK	2	2	2	2	2	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6
F	* Develop and apply, with assistance, pre-reading strategies to aid comprehension: a. access prior knowledge b. preview text and picture c. make general prediction	* Develop and apply, with assistance, pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. state a purpose for reading, with assistance	* Develop and apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose and rate for reading
Pre-Reading							
DOK	2	2	2	2	2	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6

Reading

1 Develop and apply skills and strategies to the reading process							
G	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	<p>* During reading, shared reading, or read-alouds, develop and utilize, with assistance, strategies to</p> <ol style="list-style-type: none"> self-question and correct infer predict and check using cueing systems: meaning, structure, and visual information 	<p>* During reading, develop and utilize strategies to</p> <ol style="list-style-type: none"> self-question and correct meaning of unknown words self-monitor comprehension question the text infer visualize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor comprehension question the text infer visualize paraphrase summarize 	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor comprehension question the text infer visualize paraphrase summarize
DOK	2	2	2	2	2	2	2
ST	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5

Reading

1 Develop and apply skills and strategies to the reading process								
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
H	<p>* Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text:</p> <ol style="list-style-type: none"> answer basic comprehension questions on question to clarify retell reflect draw conclusions analyze 	<p>* Apply post-reading skills to respond to text:</p> <ol style="list-style-type: none"> answer basic comprehension and supporting details question to clarify retell draw conclusions analyze 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions identify and explain the relationship between the main idea and supporting details make predictions question to clarify reflect draw conclusions analyze paraphrase summarize 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions identify and explain the relationship between the main idea and supporting details make predictions question to clarify reflect draw conclusions analyze paraphrase summarize 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions identify and explain the relationship between the main idea and supporting details make predictions question to clarify reflect draw conclusions analyze paraphrase summarize 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions identify and explain the relationship between the main idea and supporting details make predictions question to clarify reflect draw conclusions analyze paraphrase summarize 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions identify and explain the relationship between the main idea and supporting details make predictions question to clarify reflect draw conclusions analyze paraphrase summarize 	
Post-Reading								
DOK	2	3	3	3	3	3	3	3
ST	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5

Reading

1 Develop and apply skills and strategies to the reading process									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
I	<p>* Identify connections, with assistance, between</p> <p>a. text to text – similarities and differences in fiction and non-fiction works)</p> <p>b. text to self (text ideas and own experiences)</p>	<p>* Identify connections between</p> <p>a. text to text – similarities and differences in various fiction and non-fiction works, with assistance)</p> <p>b. text to self (text ideas and own experiences)</p>	<p>* Identify relevant connections between</p> <p>a. text to text – similarities and differences in information and relationships in various fiction and non-fiction works)</p> <p>b. text to self (text ideas and own experiences)</p> <p>c. text to world (text ideas and the world, with assistance)</p>	<p>Identify and explain relevant connections between</p> <p>a. text to text – (text ideas – information and relationships in various fiction and non-fiction works – compare and contrast)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame)</p>	<p>Compare, contrast and analyze connections between</p> <p>a. text to text (information and relationships in various fiction and non-fiction works)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world by responding to literature that reflects a culture and historic time frame)</p>	<p>Compare, contrast and analyze connections:</p> <p>a. text to text (information and relationships in various fiction and non-fiction works)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame)</p>	<p>Compare, contrast and analyze connections:</p> <p>a. text to text (information and relationships in various fiction and non-fiction works)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame)</p>	<p>Compare, contrast and analyze connections:</p> <p>a. text to text (information and relationships in various fiction and non-fiction works)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame)</p>	
DOK	2	2	2	3	3	3	3	3	3
ST	CA2, 3, 7, 1.5, 1.6, 1.9	CA2, 3, 7, 1.5, 1.6, 1.9	CA2, 3, 7, 1.5, 1.6, 1.9	CA2, 3, 7, 1.5, 1.6, 1.9	CA2, 3, 7, 1.5, 1.6, 1.9	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5

Making Connections

Reading

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	* Use details from text, with assistance, to a. locate names of author and illustrator and apply information in title and pictures b. apply information in title and pictures	* Use details from text to a. locate names of author and illustrator and apply information in title and pictures b. apply information in title and pictures	* Use details from text to locate and apply information in title, pictures and table of contents	Use grade level text to a. locate and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama	Use grade level text to a. locate, interpret and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama
DOK	1	1	1	1	1	1	2	2	2
ST	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5
B	* Participate in read-aloud experiences involving rhythm, rhyme, alliteration, and repeating line or phrase	* Recognize rhythm, rhyme and alliteration in read-aloud experiences and independent reading	* Identify examples of rhythm, rhyme and alliteration	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and/or explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. simile b. metaphor c. personification d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. onomatopoei b. alliteration c. idiom d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. hyperbole b. imagery c. propaganda d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. jargon b. dialect c. slang d. symbolism e. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. jargon b. dialect c. slang d. symbolism e. analyze literary techniques previously introduced
DOK	1	1	1	2	2	2	2	2	2
ST	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5

Reading

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C	* Use details from text to identify story elements in shared reading and read-alouds with assistance: a. main characters b. problem(s)/events c. setting	* Use details from text in independent reading and read-alouds to identify a. characters b. problem events in logical sequence c. solutions d. setting	* Use details from text to a. make basic inferences b. predict solution(s) c. identify events in logical sequence d. identify settings, characters, and problems	Use details from text to a. demonstrate comprehension on skills previously introduced b. make inferences c. compare and contrast d. identify cause and effect e. identify the narrator f. identify events from the beginning, middle and end g. identify author's purpose h. identify settings, character traits, problems and story events	Use details from text to a. demonstrate comprehension on skills previously introduced b. make inferences c. compare and contrast d. identify cause and effect e. identify author's purpose f. identify setting, character traits, problems and story events	Use details from text to a. demonstrate comprehension on skills previously introduced b. make inferences c. compare and contrast d. identify cause and effect e. explain author's purpose f. identify setting, character traits, problems and story events	Use details from text to a. demonstrate comprehension on skills previously introduced b. identify plot, including problem/conflict, climax, and resolution c. analyze the influence of characters and plot d. explain cause and effect e. identify point of view f. identify author's viewpoint/respective g. identify the problem-solving processes of characters h. explain the effectiveness of solutions *i. make inferences	Use details from text to a. demonstrate comprehension on skills previously introduced b. identify plot, and sub-plot, mood, flashback, theme and types of conflict c. analyze cause and effect d. identify and explain point of view e. identify and explain author's viewpoint/perspective f. evaluate the problem-solving processes of characters g. evaluate the effectiveness of solutions *h. make inferences	Use details from text to a. demonstrate comprehension on skills previously introduced b. explain flashback, mood and theme c. analyze point of view d. analyze author's viewpoint/perspective e. determine how an incident foreshadows a future event f. interpret behaviors, and motives, and consequences of characters' actions g. evaluate problem-solving processes of characters h. evaluate effectiveness of solutions *i. make inferences
DOK	1	1	2	2	2	2	3	3	3
ST	CA 2, 1.5, 1.6, 3.1, 3.5, 2.4	CA 2, 1.5, 1.6, 3.1, 3.5, 2.4	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8

Literary Elements

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	* Develop an awareness that text and pictures provide information	* Identify and explain information in text, pictures, title and charts	* Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs	Locate and interpret key information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas	a. Identify and explain text features in biography and autobiography b. Analyze text features to clarify meaning, emphasizing newspapers and magazines	Explain and analyze text features to clarify meaning, emphasizing consumer texts	Explain, analyze and evaluate the author's use of text features to clarify meaning	
	DOK ST	1 CA 3, 1.5, 1.6	2 CA 3, 1.5, 1.6	2 CA 3, 1.5, 1.6, 2.4, 3.5	2 CA 3, 1.5, 1.6, 2.4, 3.5	2 CA 3, 1.5, 1.6, 2.4, 3.5	2 CA 3, 1.5, 1.6, 2.4, 3.5	2 CA 3, 1.5, 1.6, 2.4, 3.5	3 CA 3, 1.5, 1.6, 2.4, 3.5
B	* Respond to examples of sensory details within the context of nonfiction text with assistance	* Recognize examples of sensory details in nonfiction text with assistance	* Explain examples of sensory details in nonfiction text	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. simile b. metaphor c. personification d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. onomatopoei b. alliteration c. idiom d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. hyperbole b. imagery c. propaganda d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. jargon b. dialect c. slang d. symbolism e. analyze literary techniques previously introduced
	DOK ST	1 CA 3, 1.5, 1.6	2 CA 3, 1.5, 1.6	2 CA 3, 1.5, 1.6	2 CA 3, 1.5, 1.6, 2.4, 3.5	2 CA 3, 1.5, 1.6, 2.4, 3.5	2 CA 3, 1.5, 1.6	2 CA 3, 1.5, 1.6	2 CA 3, 1.5, 1.6

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C	* In response to text and with assistance, ask questions to clarify meaning	* Use details from text to a. demonstrate comprehension on skills previously introduced b. ask questions to clarify meaning c. answer questions to identify main ideas d. identify supporting details	* Use details from text to a. demonstrate comprehension on skills previously introduced b. answer questions to explain main idea and supporting details c. supporting details d. sequence events e. identify cause and effect f. draw conclusions g. compare and contrast h. make predictions i. inferences j. distinguish between fact and opinion k. identify and explain author's purpose l. identify problems and solutions	Use details from text to a. demonstrate comprehension on skills previously introduced b. explain main idea and supporting details c. sequence events d. identify cause and effect e. draw conclusions f. compare and contrast g. make predictions h. make inferences i. distinguish between fact and opinion j. identify and explain author's purpose k. identify problems and solutions	Use details from text to a. demonstrate comprehension on skills previously introduced b. explain main idea and supporting details c. sequence events d. identify cause and effect e. compare and contrast f. make predictions g. make inferences h. evaluate the accuracy of the information i. determine and/or compare authors' viewpoints j. explain cause and effect k. identify problem solving processes and explain the effectiveness of solutions l. analyze two or more texts	Use details from text to a. demonstrate comprehension on skills previously introduced b. paraphrase author's stated ideas c. make predictions d. make inferences e. evaluate the accuracy of the information f. sequence events g. compare and contrast h. identify point of view i. determine and/or compare authors' viewpoints j. explain cause and effect k. identify problem solving processes and explain the effectiveness of solutions l. analyze two or more texts	Use details from text to a. demonstrate comprehension on skills previously introduced b. summarize author's ideas c. make predictions d. make inferences e. evaluate the accuracy of the information f. sequence events g. compare and contrast h. identify point of view i. determine and/or compare authors' viewpoints j. explain cause and effect k. identify problem solving processes and explain the effectiveness of solutions l. analyze two or more texts	Use details from text to a. demonstrate comprehension on skills previously introduced b. evaluate adequacy of evidence presented by author c. determine author's purpose based on text analysis d. compare and contrast e. determine importance of information f. analyze point of view g. determine author's viewpoints h. identify problem solving processes and explain effectiveness of solutions i. determine importance of information j. analyze word choice and connotation k. analyze organizational effectiveness l. analyze accuracy of information	
Text Structures									
DOK	1	2	2	2	2	3	3	3	3
ST	CA 3, 1.5, 1.6, 3.5	CA3 1.5, 1.6, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
		D	* Follow simple pictorial/written direction, with assistance	* Read and follow a simple direction to perform a task	* Read and follow simple directions to perform a task	* Read and follow two- and three-step directions to complete a simple task	* Read and follow three- and four-step directions to complete a task	* Read and follow multi-step directions to complete a task	* Read and follow multi-step directions to complete a complex task	* Read and follow multi-step directions to complete a complex task
Understanding Directions										
DOK	1	1	1	2	2	2	2	2	2	2
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6

Writing

1 Apply a writing process in composing text

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	<p>* Follow a writing process with assistance to</p> <ol style="list-style-type: none"> generate a writing plan through pictures, oral language, or written letters and/or words compose text through letters, words, and pictures read and write with assistance 	<p>* Follow a writing process to</p> <ol style="list-style-type: none"> brainstorm and record ideas in written form generate a draft in written form on student-selected topic read and write to clarify meaning and enhance descriptions (such as, describing words, relevant details) edit for conventions (refer to W2E) with assistance publish writing with assistance 	<p>* Follow a writing process to</p> <ol style="list-style-type: none"> use a simple strategy in prewriting when appropriate compose a draft in written form on student-selected topic read and revise for audience and purpose, revise for topic 	<p>Follow a writing process to</p> <ol style="list-style-type: none"> independently use a simple pre-writing strategy generate a draft read and revise work for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) edit for conventions (refer to W2E) share writing 	<p>Follow a writing process to</p> <ol style="list-style-type: none"> independently use a simple prewriting strategy generate a draft read, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) edit for conventions (refer to W2E) share writing 	<p>Follow a writing process to</p> <ol style="list-style-type: none"> use appropriate pre-writing strategies generate a draft read, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) edit for conventions (refer to W2E) share writing 	<p>Follow a writing process to</p> <ol style="list-style-type: none"> use appropriate pre-writing strategies as needed generate a draft read, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) edit for conventions (refer to W2E) share writing 	<p>Follow a writing process to</p> <ol style="list-style-type: none"> use appropriate pre-writing strategies as needed generate a draft read, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) edit for conventions (refer to W2E) share writing 	<p>Follow a writing process to:</p> <ol style="list-style-type: none"> use appropriate pre-writing strategies as needed generate a draft read, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) edit for conventions (refer to W2E) share writing
DOK	3	3	3	3	3	3	3	3	3
ST	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2

Writing Process

Writing

		2 Compose well-developed text							
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
A	Audience and purpose	* Recognize different audiences for writing	* Recognize audience and purpose with assistance	* Compose text showing awareness of audience	Compose text showing awareness of audience in a format appropriate to audience and purpose	Compose text showing awareness of audience appropriate to audience and purpose	Compose text showing awareness of audience choosing a form appropriate to topic and specific audience	Compose text showing awareness of audience choosing a form appropriate to topic and specific audience	Compose text showing awareness of audience choosing a point of view appropriate to purpose and audience
	DOK	1	1	2	3	3	3	3	3
B	Ideas and Content	* Compose text using pictures and words that relate to a topic, with assistance	* Compose text using pictures and words with ideas that relate to a topic, with assistance	* Compose text with a clear controlling idea relevant details/exam ples, with assistance	Compose text with a clear controlling idea relevant details /examples	Compose text with a clear controlling idea relevant details /examples	Compose text with strong controlling idea relevant, specific details	Compose text with strong, controlling idea relevant, specific details	Compose text with strong controlling idea relevant, specific details complex ideas freshness of thought
	DOK	2	2	3	3	3	3	3	3
ST		CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1

Writing

		2 Compose well-developed text							
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
C	* Compose text with assistance	a. Compose text with a simple opening and closing sentences or thoughts	* Compose text with evidence of beginning, middle and end complete sentences or thoughts (declarative and interrogative)	a. Compose text with beginning, middle and end sentence variety (including imperative and exclamatory)	a. Compose text with beginning, middle, and end a logical sequence of events sentence variety	a. Compose text with a clear beginning, middle, and end a logical sequence of events appropriate paragraphing a variety of sentence structures, including simple and compound	a. Compose text with an effective beginning, middle, and end a logical order appropriate paragraphing a variety of sentence structures, including complex sentences cohesive devices, especially transitions	a. Compose text with an effective beginning, middle, and end a logical order effective paragraphing a variety of sentence structures, including compound-complex sentences cohesive devices, including transitions, repetition, pronoun antecedent and parallel structure	a. Compose text with an effective beginning, middle, and end a logical order effective paragraphing a variety of sentence structures, including compound-complex sentences cohesive devices, especially transitions, repetition, pronoun antecedent and parallel structure
	* Compose text with assistance	a. Compose text with a simple opening and closing sentences or thoughts	* Compose text with evidence of beginning, middle and end complete sentences or thoughts (declarative and interrogative)	a. Compose text with beginning, middle and end sentence variety (including imperative and exclamatory)	a. Compose text with beginning, middle, and end a logical sequence of events sentence variety	a. Compose text with a clear beginning, middle, and end a logical sequence of events appropriate paragraphing a variety of sentence structures, including simple and compound	a. Compose text with an effective beginning, middle, and end a logical order appropriate paragraphing a variety of sentence structures, including complex sentences cohesive devices, especially transitions	a. Compose text with an effective beginning, middle, and end a logical order effective paragraphing a variety of sentence structures, including compound-complex sentences cohesive devices, including transitions, repetition, pronoun antecedent and parallel structure	
DOK	1	2	2	2	2	2	2	2	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
D	* Compose text using words that are related to the topic	* Compose text using words that are related to the topic, and, with assistance, some words that are specific and accurate	* Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using words that are specific, accurate, and suited to the topic sensory detail	Compose text using words that are specific, accurate, and suited to the topic writing techniques, such as sensory detail and purposeful dialogue	Compose text using precise and vivid language writing techniques, such as figurative language, sensory detail and purposeful dialogue	Compose text using precise and vivid language writing techniques, such as figurative language, sensory detail and purposeful dialogue	Compose text using precise and vivid language writing techniques, such as figurative language, sensory detail and purposeful dialogue
	* Compose text using words that are related to the topic	* Compose text using words that are related to the topic, and, with assistance, some words that are specific and accurate	* Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using words that are specific, accurate, and suited to the topic sensory detail	Compose text using words that are specific, accurate, and suited to the topic writing techniques, such as sensory detail and purposeful dialogue	Compose text using precise and vivid language writing techniques, such as figurative language, sensory detail and purposeful dialogue	Compose text using precise and vivid language writing techniques, such as figurative language, sensory detail and purposeful dialogue	Compose text using precise and vivid language writing techniques, such as figurative language, sensory detail and purposeful dialogue
DOK	2	2	2	2	2	2	2	2	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1

Writing

2 Compose well-developed text								
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5		
E	<p>* In written text</p> <p>a. form letters using correct pathway of movement (letter formation)</p> <p>b. capitalize first letters of own first and last name</p> <p>c. use ending punctuation in written text, with assistance</p> <p>d. use correct spelling of own first and last names, semi-phonetic spelling, spelling strategies</p> <p>e. write legibly</p>	<p>* In written text</p> <p>a. print all letters legibly, using correct pathway of movement, and appropriate spacing between letters and words</p> <p>b. capitalize names of people and beginning words of sentences</p> <p>c. use a period at end of sentence and a comma in the greeting and closing of a letter</p> <p>d. correctly use describing words (adjectives) and substitute pronouns for nouns</p> <p>e. spell words with simple patterns and high-frequency words correctly</p> <p>f. use transitional spelling, classroom resources, especially dictionary, and spelling strategies</p> <p>g. write legibly</p>	<p>In written text</p> <p>a. space correctly between words in a sentence and in margins</p> <p>b. capitalize months of year, titles of individuals, greeting and closing of letter</p> <p>c. use correct ending punctuation in imperative and exclamatory sentences</p> <p>d. correctly use verbs that agree with the subject, and comparative and superlative forms of adjectives</p> <p>e. correctly spell simple compounds, homophones, and words with affixes</p> <p>f. use standard spelling and classroom resources, including dictionary, to edit for correct spelling</p> <p>*g. write legibly</p>	<p>In written text</p> <p>a. capitalize holidays, names of counties and countries</p> <p>b. use commas in a series, and between city and state</p> <p>c. use apostrophe in contractions and singular possessives, with assistance</p> <p>d. correctly use verbs that agree with compound subject, and conjunctions</p> <p>e. standard spelling and classroom resources, including dictionary, to edit for correct spelling</p> <p>*f. write legibly</p>	<p>In written text</p> <p>a. capitalize titles and proper nouns in compound sentences</p> <p>b. use apostrophe in singular possessives, and proper punctuation in titles with assistance</p> <p>c. use correct verb tense and subject/verb agreement</p> <p>d. use correct spelling of simple compounds, homophones, contractions and words with affixes</p> <p>e. use standard spelling, classroom resources, including dictionary, to edit for correct spelling</p> <p>*g. write legibly</p>	<p>In written text</p> <p>a. capitalize proper adjectives, words in dialogue with assistance</p> <p>b. use comma in compound sentences</p> <p>c. use apostrophe in irregular and plural possessives, marks in dialogue, verb tense</p> <p>d. use standard spelling, classroom resources, including dictionary, to edit for correct spelling</p> <p>*e. write legibly</p>	<p>In written text</p> <p>a. capitalize within dialogue and commas</p> <p>b. use quotation marks in dialogue, and semi-colon in compound sentences</p> <p>c. use correct agreement of pronoun and antecedent, consistent verb tense</p> <p>d. use standard spelling, classroom resources, including dictionary, to edit for correct spelling</p> <p>*e. write legibly</p>	<p>In written text</p> <p>a. use convention of capitalizations of words, on, to introduce lists</p> <p>b. use colon to introduce lists</p> <p>c. use correct pronoun case</p> <p>d. use dictionary, spell-check and other resources to edit for correct spelling</p> <p>*e. write legibly</p>
Conventions								
DOK	1	1	1	1	1	1		
ST	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2		

Writing

3 Write effectively in various forms and types of writing

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	*a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features *b. Recognize different kinds of writing (e.g., thank-you notes, friendly letters, lists, poems, invitations)	*a. Use narrative, descriptive, expository, and/or persuasive features *b. Recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, invitations)	*a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features *b. thank-you notes, friendly letters, lists, invitations	a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features b. text emphasizing the format of diary/journal entries and friendly letters	a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features b. text using an appropriate format	a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features b. selecting and using an appropriate format c. including a summary (narrative or informational)	a. using narrative, descriptive, expository, and/or persuasive features b. including a summary (narrative or informational)	a. using narrative, descriptive, expository, and/or persuasive features b. including a summary responding to literature c.	a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communication (e.g., business letter with a correctly addressed envelope, email communications) c. including summary d. including literature response
DOK	3	3	3	3	3	3	3	3	3
ST	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1, 2.6, 4.8

Forms/Types/Modes of Writing

Listening and Speaking

1 Develop and apply effective listening skills and strategies		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A		Listen • for enjoyment • for information • for simple directions, with teacher assistance	Listen • for enjoyment • for information • for simple directions to follow	Listen • for enjoyment • for information • to solve problems • for directions to complete a simple task	Listen • for enjoyment • for information • to distinguish fact from opinion • for directions to complete a two- or three-step task	Listen • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication	Listen • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication	Listen • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication	Listen • for enjoyment • for information • for directions • critically to recognize and interpret propaganda techniques	Listen • for enjoyment • for information • for directions • and use clarifying strategies for understanding (e.g., questioning, summarizing and paraphrasing) to recognize how colloquialisms and jargon and reflect context, regions and cultures
	Purpose for Listening									
B	ST	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 II 5b, III 1d, 9, k, 3e, 4d, IV 1e & f, 3e, 5-8	CA 5, 6 1.5, 1.6, 1.10 II 2a, 5d, III 1d, 9, k, 3e, 4d, IV 1e & f, 3e, 5-8	CA 5, 6 1.5, 1.6, 1.10 II 2a, 5d, III 1d, 9, k, 3e, 4d, IV 1e & f, 3e, 5-8	CA 5, 6 1.5, 1.6, 1.10 II 2a, 5d, III 1d, 9, k, 3e, 4d, IV 1e & f, 3e, 5-8
	FR									
Listening Behavior		Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) with teacher assistance	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers)	Use active-listening behaviors (e.g., asks speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)
	ST	CA 5, 6 1.5 I 2h, IV 1d, K-4	CA 5, 6 1.5 I 2h, IV 1d, K-4	CA 5, 6 1.5 I 2h, IV 1d, K-4	CA 5, 6 1.5 I 2h, IV 1d, K-4	CA 5, 6 1.5 I 2h, IV 1d, K-4	CA 5, 6 1.5 II 5b, III 1c, IV 1e, 5-8	CA 5, 6 1.5 II 5b, III 1c, IV 1e, 5-8	CA 5, 6 1.5 II 5b, III 1c, IV 1e, 5-8	CA 5, 6 1.5 II 5b, III 1c, IV 1e, 5-8
	FR									

Listening and Speaking

2 Develop and apply effective speaking skills and strategies for various audiences and purposes		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A	When sharing ideas or experiences	Speak clearly when sharing ideas and asking questions in small and large groups	Speak at an appropriate volume and maintain a clear focus when sharing ideas	Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas	In discussions and presentations, <ul style="list-style-type: none"> present ideas in a logical sequence identify and apply appropriate speaking techniques such as volume control, pace and eye contact 	In discussions and presentations, <ul style="list-style-type: none"> give organized presentations that demonstrate a clear viewpoint select and use appropriate public speaking techniques such as rate, pace and enunciation 	In discussions and presentations, <ul style="list-style-type: none"> stay on topic use appropriate volume, tone of voice, rate of speech, fluency/inflections and eye contact 	In discussions and presentations, use <ul style="list-style-type: none"> designated time constraints media organized notes 	In discussions and presentations, <ul style="list-style-type: none"> use appropriate body language incorporate media or technology respond to questions 	
	Discussion and Presentation	<p>CA 1, 6 2.1, 2.3</p> <p>II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4</p>	<p>CA 1, 6 2.1, 2.3</p> <p>II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4</p>	<p>CA 1, 6 2.1, 2.3</p> <p>II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4</p>	<p>CA 1, 6 2.1, 2.3, 4.6</p> <p>II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8</p>	<p>CA 1, 6 2.1, 2.3, 4.6</p> <p>II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8</p>	<p>CA 1, 6 2.1, 2.3, 4.6</p> <p>II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8</p>			
B	Giving Directions	Give simple oral directions	Give clear oral directions to complete a simple task	Give clear two- and three-step oral directions to complete a simple task	Give clear and concise three- and four-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a complex task	Give clear and concise multi-step oral directions to complete a complex task	Give clear and concise multi-step oral directions to complete a complex task	
	ST FR	<p>CA 1, 6 2.1, 2.3</p> <p>IV 1b-c, K-4</p>	<p>CA 1, 6 2.1, 2.3</p> <p>I 6e, K-4</p>	<p>CA 1, 6 2.1, 2.3</p> <p>I 6e, K-4</p>	<p>CA 1, 6 2.1, 2.3</p> <p>I 6e, K-4</p>	<p>CA 1, 6 2.1, 2.3</p> <p>II 6d, IV 1d, 5-8</p>	<p>CA 1, 6 2.1, 2.3</p> <p>II 6d, IV 1d, 5-8</p>	<p>CA 1, 6 2.1, 2.3</p> <p>II 6d, IV 1d, 5-8</p>	<p>CA 1, 6 2.1, 2.3</p> <p>II 6d, IV 1d, 5-8</p>	

Information Literacy – UNDER REVISION

1		Develop and apply effective research process skills to gather, analyze and evaluate information								
		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADES 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A	Research Plan	Develop awareness of resources on topics of interest	Find resources on topics of interest, with assistance	Formulate keywords and questions, with assistance, to locate resources on topics of interest	Formulate keywords and questions to investigate topics	Formulate and research keywords and questions to establish a focus and purpose for inquiry	Develop research questions in order to establish a focus and purpose for a project	Develop questions and statements of purpose to guide research	Develop a research plan, with assistance, to guide investigation and research of focus questions	Develop a research plan to guide investigation and research of focus questions
		CA 2, 3 1.1, 1.2 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, III 1b, I, IV 2e, 5-8	CA 2, 3 1.1, 1.4 I 2a, III 1b, I, IV 2e, 5-8	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8	CA 2, 3 1.1, 1.4, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8
B	Acquire Information	Locate information on keywords and questions in provided resources, with assistance	Locate information on keywords and questions in provided resources	Locate information on keywords and questions in provided resources	Locate and use various resources to find information on keywords and questions	Locate and use various resources to acquire information to answer questions	Locate and use multiple resources to acquire information	Locate and use multiple resources to acquire information	Locate and use multiple resources to acquire relevant information	Locate and use primary and secondary sources to investigate research topics
		CA 2, 3 1.2, 1.4 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.6 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.6 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.6 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.6 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8
C	Record Information	Record information on keywords and questions in provided resources, with assistance	Record information on keywords and questions in provided resources	Record information on keywords and questions in provided resources	Record information on keywords and questions in provided resources	Record information on keywords and questions in provided resources	Record information on keywords and questions in provided resources	Record information on keywords and questions in provided resources	Record information on keywords and questions in provided resources	Record information on keywords and questions in provided resources
		CA 2, 3 1.2, 1.4 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.6 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.6 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.6 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.6 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8

Information Literacy – UNDER REVISION

D	Develop awareness, through discussion, that credit is to be given for others' ideas, images and information, with assistance	Give credit, through discussion, for others' ideas, images and information	Informally give credit for others' ideas, images and information found in various resources	Give credit for others' ideas, images and information by listing sources used in research	Define "plagiarism" and document research sources	Document research sources using a given citation format	Document research sources using a given citation format
Sources Consulted	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8
ST	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8
FR	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8

Information Literacy – UNDER REVISION

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A		Identify, with assistance, topics of messages conveyed through oral and visual media	Identify, with assistance, simple messages conveyed through oral and visual media	Identify, with assistance, intended messages conveyed through oral and visual media	Identify intended messages conveyed through oral and visual media	Identify and explain intended messages conveyed through oral and visual media	Analyze messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain viewpoints conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain media techniques used to convey messages in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Analyze and synthesize two or more messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)
Media Messages										
ST		CA 5 1.5, 1.7, 2.7 I 6h, II 5 f & I, III 1j, 3a, K-4	CA 5 1.5, 1.7, 2.7 I 6h, II 5 f & I, III 1j, 3a, K-4	CA 5 1.5, 1.7, 2.7 I 6h, II 5 f & I, III 1j, 3a, K-4	CA 5 1.5, 1.7, 2.7 I 6h, II 5 f & I, III 1j, 3a, K-4	CA 5 1.5, 1.7, 2.7 I 6h, II 5 f & I, III 1j, 3a, K-4	CA 5 1.5, 1.7, 2.7 I 5a, II 1a, III 3c, 5-8	CA 5 1.5, 1.7, 2.7 I 5a, II 1a, III 3c, 5-8	CA 5 1.5, 1.7, 2.7 I 5a, II 1a, III 3c, 5-8	CA 5 1.5, 1.7, 2.7 I 5a, II 1a, III 3c, 5-8
FR										

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

DRAFT

Reading Standards for Literature – Grade 2			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<p>1.</p> <p>Key Ideas and Details</p>	<p>RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>R1H.2.a,c Apply post-reading skills to respond to text: a. answer basic comprehension questions c. question to clarify</p>	<p>R1H.2.a,c/R2C.2.a-d Aligns to multiple GLEs</p>
		<p>R2C.2.a-d Use details from text to: a. make basic inferences b. predict solution(s) c. identify events in logical sequence d. identify settings, characters, and problems</p>	
		<p>R1H.2.b,d Apply post-reading skills to respond to text: b. identify the main idea and supporting details d. retell</p>	
<p>2.</p>	<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>R2C.2.d Use details from text to: d. identify settings, character, and problems</p>	<p>R1H.2.b,d Partial Alignment (The CCR Anchor Standard is more specific concerning the types of literature to be included than the GLEs.)</p> <p>R2C.2.d Partial alignment (The CCR Anchor Standard requires description while the GLE requires only identification. The CCR Anchor Standard requires description of how the characters respond to major events and challenges.)</p>
		<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	
		<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

DRAFT

Reading Standards for Literature – Grade 2 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
4.	<p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>R2B.2 Identify examples of rhythm, rhyme, and alliteration</p>	<p>R2B.2 Partial alignment (The CCR Anchor Standard requires description, while the GLE requires only identification.)</p>
		<p>R2C.2.c Use details from text to c. identify events in logical sequence</p>	<p>R2C.2.c Partial alignment (The CCR Anchor Standard requires description of the structure of a story and how the text elements impact the structure. The GLE requires only identification of the text elements.)</p>
6.	<p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>[R2C.6.e] [Use details from text to e. identify point of view]</p>	<p>[R2C.6.e] No alignment (The GLE first appears in grade 6. There is no alignment to speaking in different voices in the GLE document.)</p>
		(not applicable to literature)	
7.	<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>R2A.2 Use details from text to locate and apply information in title, pictures, and table of contents</p>	<p>R2A.2 Direct alignment</p>
		<p>R2C.2.d Use details from text to d. identify settings, character, and problems</p>	<p>R2C.2.d Partial alignment (The CCR Anchor Standard requires demonstration of understanding, while the GLEs require only identification.)</p>
8.	(not applicable to literature)		
9.	<p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>R1I.2.a Identify relevant connections between a. text to text (text ideas---similarities and differences in information and relationships in various fiction and nonfiction works)</p>	<p>R1I.2.a Direct alignment</p>
		(not applicable to literature)	

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

DRAFT

Reading Standards for Literature – Grade 2 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Range of Reading and Level of Text Complexity 10.	RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.D.2 Read grade level instructional text with fluency, accuracy, and expression	R1D.2/R1H.2.a Aligns to multiple GLEs
		RI.H.2.a Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions	

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

DRAFT

Reading Standards for Informational Text – Grade 2			
CCR Anchor Standards Key Ideas and Details	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1.	<p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>RIH.2.a, c Apply post-reading skills to respond to text: a. answer basic comprehension questions c. question to clarify</p> <p>R3C.2. a-g Use details from text to a. demonstrate comprehension skills previously introduced b. ask questions to clarify meaning c. answer questions d. identify main ideas and provide support e. retell sequence of events f. make basic inferences g. identify problems and solutions</p>	<p>R1H.2.a,c/R3C.2. a-g Aligns to multiple GLEs</p>
2.	<p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>R3C.2.d Use details from text to d. identify main ideas and provide support</p>	<p>R3C.2.d Partial alignment (The CCR Anchor Standard is more specific concerning main idea within multi-paragraph text and paragraphs within a text.)</p>
3.	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>[R3C.3.g] [Use details from text to g. compare and contrast]</p>	<p>[R3C.3.g] No alignment (The GLE first appears in grade 3)</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

DRAFT

Reading Standards for Informational Text – Grade 2 -- Continued			
CCR Anchor Standards Craft and Structure	Grade-Specific Standard	Missouri GLE Alignment	Explanation
4.	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>RIE.2.a-c Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. word chunks c. context clues</p>	<p>R1E.2.a-c Direct alignment</p>
5.	<p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>R3A.2 Locate and interpret information in illustrations, title, headings, captions, diagrams, charts, and graphs.</p> <p>ICTL3.B.2 Use, with assistance, the navigational features of print and digital sources.</p>	<p>R3A.2 Partial alignment (The CCR Anchor Standard is more specific than the GLEs.)</p> <p>ICTL3.B.2 Partial alignment (The CCR Anchor Standard is more specific concerning the purpose of using the text features.)</p>
6.	<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>[R3C.3.i] [Use details from text to i. identify author’s purpose for writing text]</p>	<p>[R3C.3.i] No alignment (The GLE first appears in grade 3)</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

DRAFT

Reading Standards for Informational Text – Grade 2 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
7. Integration of Knowledge and Ideas	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text	R3A.2 Locate and interpret information in illustrations, title, headings, captions, diagrams, charts, and graphs.	R3A.2 Direct alignment
	RI.2.8 Describe how reasons support specific points the author makes in a text.	R3C.3.d Use details from text to d. identify main ideas and provide support	R3C.3.d Partial alignment (The CCR Anchor Standard requires description, while the GLE requires only identification.)
	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	RI.2.a Identify relevant connections between a. text to text (text ideas---similarities and differences information and relationships in various fiction and nonfiction works) RIH.2.b Apply post-reading skills to demonstrate comprehension of text: b. identify the main idea and supporting details	RI.2.a/ RIH.2.b Aligns to multiple GLEs
10. Range of Reading and Level of Text Complexity	RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.2.2 Read grade level instructional text with fluency, accuracy, and expression RIH.2.a Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions	RI.2.2/RIH.2.a Aligns to multiple GLEs

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

DRAFT

Reading Standards: Foundational Skills – Grade 2			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1. Print Concepts		(not applicable after grade 1)	
2. Phonological Awareness		(not applicable after grade 1)	
3. Phonics and Word Recognition	<p>RF.2.3.a-f Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	<p>RIC.2 Develop and apply decoding strategies to “problem-solve” unknown words when reading grade level instructional text.</p>	<p>RIC.2 Direct alignment (The CCR Anchor Standard is more specific.)</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

DRAFT

Reading Standards: Foundational Skills – Grade 2 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
4.	<p>RF.2.4.a-c Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>R1F.2.d Develop and apply pre-reading strategies to aid comprehension: d. set a purpose for reading</p>	<p>R1F.2.d Direct alignment</p>
		<p>R1D.2 Read grade level instructional text with fluency, accuracy, and expression.</p>	<p>R1D.2 Partial alignment (The CCR Anchor Standard addresses successive readings.)</p>
		<p>R1G.2.c During reading, develop and utilize strategies to: c. self-monitor</p>	<p>R1G.2.c Direct alignment</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

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Writing Standards – Grade 2			
CCR Anchor Standards Text Types and Purposes	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1.	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>W3A.2 Compose a. narrative, descriptive, expository, and persuasive texts, using appropriate text features.</p>	<p>W3A.2 Direct alignment (The CCR Anchor Standard is more specific than the GLE concerning the components of persuasive text.)</p>
		<p>W2A.2 Compose text showing awareness of audience W2B.2.a-b Compose text with a. a clear controlling idea b. relevant details/examples, with assistance [W2C.7.e] [Compose text with e. cohesive devices, especially transitions]</p>	<p>W2A.2 Direct alignment W2B.2.a-b Direct alignment</p>
2.	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>W2C.2.a Compose text with a. evidence of beginning, middle, and end</p>	<p>[W2C.7.e] No alignment (The GLE first appears in grade 7)</p>
		<p>W3A.2 Compose a. narrative, descriptive, expository, and persuasive texts, using appropriate text features. W2A.2 Compose text showing awareness of audience W2B.2.a-b Compose text with a. a clear controlling idea b. relevant details/examples, with assistance W2C.2.a Compose text with a. evidence of beginning, middle, and end</p>	<p>W2C.2.a Direct alignment W3A.2 Direct alignment (The CCR Anchor Standard is more specific than the GLE as concerning the components of informative/explanatory text.) W2A.2 Direct alignment W2B.2.a-b Direct alignment W2C.2.a Direct alignment</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

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Writing Standards – Grade 2 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
3. Text Types and Purposes	<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>W3A.2.a Compose</p> <p>a. narrative, descriptive, expository, and persuasive texts, using appropriate text features.</p>	<p>W3A.2.a Direct alignment (The CCR Anchor Standard is more specific than the GLE concerning the components of narrative text.)</p>
		<p>W2A.2 Compose text showing awareness of audience</p>	<p>W2A.2 Direct alignment</p>
		<p>W2B.2.a-b Compose text with</p> <p>a. a clear controlling idea</p> <p>b. relevant details/examples, with assistance</p> <p>W2C.2.a Compose text with</p> <p>a. evidence of beginning, middle, and end</p>	<p>W2B.2.a-b Direct alignment</p> <p>W2C.2.a Direct alignment</p>
Production and Distribution of Writing			
4.		(Begins in grade 3)	
5.	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>W1A.2.a,c-d Follow a writing process to</p> <p>a. use a simple strategy in prewriting when appropriate</p> <p>c. reread and revise for audience and purpose, ideas and content, organization, sentence structure, and word choice with assistance</p> <p>d. edit for conventions</p>	<p>W1A.2.a,c-d Direct alignment</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

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Writing Standards – Grade 2 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
6.	<p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>ICTL1B.2 Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work.</p>	<p>ICTL1B.2/ICTL5A.2/W1A.2.a-e Aligns to multiple GLEs</p>
		<p>ICTL5A.2 Record relevant information in at least one format (e.g., writing, pictures, audio recordings, photos, highlighting, sticky notes, graphic organizers, etc)</p> <p>W1A.2.a-e Follow a writing process to</p> <ul style="list-style-type: none"> a. use a simple strategy in prewriting when appropriate b. compose a draft in written form on student-selected topic c. reread and revise for audience and purpose, ideas and content, organization and sequence structure, and word choice with assistance d. edit for conventions with assistance e. share writing 	
Research to Build and Present Knowledge			
7.	<p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>W3A.2.a Compose</p> <ul style="list-style-type: none"> a. narrative, descriptive, expository, and/or persuasive texts using appropriate text features 	<p>W3A.2.a Direct alignment (The CCR Anchor Standard is more specific)</p>
		<p>ICTL5A.2 Record relevant information in at least one format (e.g., writing, pictures, audio recordings, photos, highlighting, sticky notes, graphic organizers, etc.)</p>	
8.	<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>		<p>ICTL5A.2 Partial alignment (The CCR Anchor Standard requires recalling information from experiences.)</p>
9.		(Begins in grade 4)	

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

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Writing Standards – Grade 2 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
10.		(Begins in grade 3)	



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Speaking and Listening Standards – Grade 2			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1. Comprehension and Collaboration	SL.2.1.a-c Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.		
	a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.	LS1B.2 Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact	LS1B.2 Partial alignment (The CCR Anchor Standard is more specific than the GLE.)
	b. Build on others' talk in conversations by linking their comments to the remarks of others.	No alignment	No alignment
2.	c. Ask for clarification and further explanation about the topics and texts under discussion.	RH1.2.c Apply post-reading skills to demonstrate comprehension of text: c. question to clarify	RH1.2.c Partial alignment (The CCR Anchor Standard is mainly in reference to discussion, GLE is in reference to reading.)
	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	RIH.2.b,d Apply post-reading skills to respond to text: b. identify the main idea and supporting details d. retell	RIH.2.b,d Partial alignment (The CCR Anchor Standard is mainly in reference to discussion, while the GLE is in reference to reading.)
3.	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	No alignment	No alignment

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

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Speaking and Listening Standards – Grade 2 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
4. Presentation of Knowledge and Ideas	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	R1H.2.d Apply post-reading skills to respond to text: d. retell	R1H.2.d Partial alignment (The CCR Anchor Standard is more specific in requiring recounting experiences.)
	SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	LS2A.2 Speak at an appropriate volume and maintain a clear focus when sharing ideas ICTL5C.2.b Select, with assistance, a format appropriate for the intended audience and purpose.	LS2A.2 Partial alignment (The CCR Anchor Standard is more specific.) ICTL5C.2.b Partial alignment (The CCR Anchor Standard is focused on adding media to audio recordings, while the GLE focuses on selection of the appropriate format for the entire presentation.)
6.	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See grad 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	No alignment	No alignment

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

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Language Standards – Grade 2			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1. Conventions of Standard English	<p>L.2.1.a-f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The action movie was watched by the little boy</i>).</p>		
		<p>W2E.1.d In written text d. use naming words (nouns) and action words (verbs) correctly</p>	<p>W2E.1.d Direct alignment (The CCR Anchor Standard is more specific than the GLE.)</p>
		<p>W2E.1.d In written text d. use naming words (nouns) and action words (verbs) correctly</p>	<p>W2E.1.d Direct alignment (The CCR Anchor Standard is more specific than the GLE.)</p>
		<p>W2E.2.d In written text d. correctly use describing words (adjectives) and substitute pronouns for nouns</p>	<p>W2E.2.d Direct alignment (The CCR Anchor Standard is more specific than the GLE.)</p>
		<p>W2E.1.d In written text d. use naming words (nouns) and action words (verbs) correctly</p>	<p>W2E.1.d Direct alignment (The CCR Anchor Standard is more specific than the GLE.)</p>
		<p>W2E.2.d In written text d. correctly use describing words (adjectives) and substitute pronouns for nouns</p>	<p>W2E.2.d Direct alignment (The CCR Anchor Standard is more specific than the GLE.)</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

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Language Standards – Grade 2 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Conventions of Standard English 2.	L.2.2.a-e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage-badge; boy-boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	W2E.2.b In written text b. capitalize days of the week, names of towns, cities, states	W2E.2.b Partial alignment (The GLE addresses some geographic locations [towns, cities, states], holidays do not appear in the GLEs until grade 4, and product names do not appear at all.)
		W2E.2.c In written text c. use correct ending punctuation in declarative and interrogative sentences, comma in dates, and comma in the greeting and closing of a letter	W2E.2.c Direct alignment
		[W2E.4.c] [In written text c. Use apostrophe in contractions and singular possessives, with assistance]	[W2E.4.c.] No alignment (The GLE first appears in grade 4)
		W2E.2.e In written text e. spell words with simple patterns and high-frequency words correctly	W2E.2.e Direct alignment
		W2E.2.f In written text f. use transitional spelling, classroom resources, especially dictionary, and spelling strategies	W2E.2.f Direct alignment

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

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Language Standards – Grade 2 -- Continued			
CCR Anchor Standards Knowledge of Language	Grade-Specific Standard	Missouri GLE Alignment	Explanation
3.	<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	No alignment	
4.	<p>Vocabulary Acquisition and Use</p> <p>L.2.4.a-e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>; choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue as to the meaning of a word or phrase.</p> <p>b. Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>R1E.2.c Develop vocabulary by reading, listening to, and discussing unknown words in stories using c. context clues</p> <p>[R1E.4.a] [Develop vocabulary through text using a. root words and affixes]</p> <p>R1E.2.a Develop vocabulary through text using a. root words</p> <p>R1E.2.a Develop vocabulary through text using a. root words</p> <p>R1E.2.b Develop vocabulary through text using b. classroom resources</p>	<p>R1E.2.c Direct alignment (The CCR Anchor Standard is more specific concerning using sentence-level context.)</p> <p>[R1E.4.a] No alignment (The GLE first appears in grade 4)</p> <p>R1E.2.a Direct alignment</p> <p>R1E.2.a Direct alignment</p> <p>R1E.2.b Direct alignment</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 2

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Language Standards – Grade 2 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Vocabulary Acquisition and Use 6.	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	R.1E.2.a-c Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. classroom resources c. context clues	R.1E.2.a-c Direct alignment (The CCR Anchor Standard is more specific concerning parts of speech.)