

KALAMAZOO PUBLIC SCHOOLS

FIRST SIX WEEKS LITERACY 2 PLANNING AND SCHEDULING TIMELINE			
LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/ STRUCTURED LESSONS
<i>Harcourt Trophies: Book 2.1 (Theme: Being Me)</i>			
<ul style="list-style-type: none"> <li>To distinguish main idea and supporting details</li> <li>To recognize blending letter sounds</li> <li>Phonograms id, ide</li> <li>Sentences</li> <li>To develop ideas before writing</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Describe the major ideas and theme of a story</li> <li>Use letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Group-related ideas to write with a consistent focus</li> </ul>	2.2, 2.3 – pg. 9, 19 2.1 – pg. 17	<i>The Mixed-Up Chameleon</i> Fantasy pp. 14A-53R
<ul style="list-style-type: none"> <li>To compare author’s purposes</li> <li>To understand that rereading can help readers clarify story events that are confusing</li> <li>Phonograms –ame, -ake</li> <li>Statements and questions</li> <li>To add details to sentences</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Identify literary elements</li> <li>Reread and self-correct</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Revise writing to improve detail</li> </ul>	2.2 – pg. 11 2.1 – pg. 3 2.1 – pg. 1	<i>Get Up and Go!</i> Informational Book pp. 54A-81V
<ul style="list-style-type: none"> <li>To identify story setting</li> <li>To understand to stop and self-correct when something does not sound right</li> <li>Inflection –ed</li> <li>Commands and exclamations</li> <li>To develop ideas and topics while writing</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Identify setting</li> <li>Reread and self-correct</li> <li>Use knowledge to letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Group-related ideas to write with a consistent focus</li> </ul>	2.2 – pg. 11 2.1 – pg. 3 2.1 – pg. 17	<i>Henry and Mudge Under the Yellow Moon</i> Realistic Fiction pp82A-99V
<ul style="list-style-type: none"> <li>To compare and contrast story elements within and across text</li> <li>To understand that creating mental images of setting and events can help to clarify meaning</li> <li>Inflection –ed</li> <li>Naming parts of sentence</li> <li>To add details to writing</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Read and comprehend both fiction and nonfiction</li> <li>Make inferences</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Revise writing to improve detail</li> </ul>	2.2 2.3 – pg. 15, 23 2.3 – pg. 21 2.1 – pg. 17	<i>Days with Frog and Toad</i> Story Pp 100A-123P
<ul style="list-style-type: none"> <li>To understand the order of events in a story</li> <li>To summarize the events in a story</li> <li>Phonograms –at, -ate</li> <li>Telling parts of a sentence</li> <li>To write thank you notes and journal entries</li> </ul> *Daily Guided Reading Groups <b>Benchmark Assessment</b>	<ul style="list-style-type: none"> <li>Retell or summarize major ideas, sequence and themes of text</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Write informational pieces</li> </ul>	2.2 2.3 – pg. 9, 19 2.1 – pg. 3 2.1 – pg. 17	<i>Wilson Sat Alone</i> Realistic Fiction pp. 124A-149P
<ul style="list-style-type: none"> <li><b>Reteaching and Review</b></li> </ul> *Daily Guided Reading Groups *Best practices/multicultural connections in Core Curriculum *Reteach, accelerate, enhance understanding as needed			PP. 149Q-149W

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PLANNING AND SCHEDULING TIMELING LITERACY 2 FIRST SIX WEEKS			
TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO NORM AND CRITERION REFERENCE TESTS
BASED ON MASTERY*			
5 days	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 1-8</li> <li>• Comprehension Card 1</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze Text</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 9-15</li> <li>• Comprehension Card 2</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze Text</li> <li>• Identify Reading Strategies</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 16-22</li> <li>• Comprehension Card 3</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze Text</li> <li>• Identify Reading Strategies</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> <li>• Editing Skills</li> </ul>
5 days	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 23-29</li> <li>• Comprehension Card 4</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze Text</li> <li>• Identify Reading Strategies</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> <li>• Editing Skills</li> </ul>
5 days	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 30-34</li> <li>• Comprehension Card 1</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze Text</li> <li>• Evaluate and Extend</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> <li>• Editing Skills</li> </ul>
5 days	<ul style="list-style-type: none"> <li>• Writing Express CD</li> <li>• Trade Book Library</li> </ul>		
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FIRST SIX WEEKS LITERACY 2 PLANNING AND SCHEDULING TIMELINE			
LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/ STRUCTURED LESSONS
<i>Harcourt Trophies: Book 2.1 (Theme: Helping Hands)</i>			
<ul style="list-style-type: none"> <li>To identify the sequence of events in a story</li> <li>To summarize the events in a story in a logical order</li> <li>Phonograms –ack, -ock</li> <li>Nouns</li> <li>To write using dialogue</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Retell a story in a logical sequential order</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Use sentences of varying length and type</li> </ul>	2.2,2.3-p.9, 19 2.1-p.17	<b>The Enormous Turnip</b>  Folktale pp. 152A-171R
<ul style="list-style-type: none"> <li>To identify the main idea of a story or article</li> <li>To use decoding and phonics to figure out new and difficult words</li> <li>Plural nouns</li> <li>To write focusing on word choice</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Retell or summarize major ideas</li> <li>Use knowledge of letter to sound correspondence and familiar spelling patterns to read unknown words</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Revise writing to improve detail</li> </ul>	2.2,2.3-p.9, 19 2.1-p.17	<b>Helping Out</b> Photo Essay pp.172-A-193R
<ul style="list-style-type: none"> <li>To use prior knowledge and clues in the text to predict outcomes</li> <li>To use knowledge of word bits and parts in unknown words to understand the meanings of unknown words</li> <li>Common abbreviations</li> <li>More plural nouns</li> <li>To write a paragraph that describes</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Use text to monitor and revise predictions as needed</li> <li>Use the knowledge of word structure to decode words</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Write an informational paragraph</li> </ul>	.1-p.3 2.1-p.17	<b>Mr. Putter and Tabby Fly the Plane</b> Realistic Fiction pp.194A-225V
<ul style="list-style-type: none"> <li>To understand what synonyms are</li> <li>To understand that a reader can use story clues to infer things the author does not tell them</li> <li>R controlled vowel /or/ (our)</li> <li>Names of people</li> <li>To use the writing process to write a story</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Acquire a reading vocabulary by identifying and correctly using words</li> <li>Make inferences</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling, and sentence formation</li> </ul>	2.4 p.25 2.3-p.3 2.1-p.17	<b>Hedgehog Bakes a Cake</b> Story pp. 226A-253R
<ul style="list-style-type: none"> <li>To understand the order of events in a story</li> <li>To summarize the events in story</li> <li>Phonograms –ar, -arm,-ark</li> <li>Animals and places</li> <li>To write responses in literature</li> </ul> *Daily Guided Reading Groups <b>Benchmark Assessment</b>	<ul style="list-style-type: none"> <li>Retell or summarize major ideas, sequence and themes of text</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Write an informational paragraph</li> </ul>	2.2,2.3 p.9, 19 2.1-p.17	<b>Lemonade for Sale</b> Realistic Fiction pp 254A-281V
<ul style="list-style-type: none"> <li><b>Reteach and Review</b></li> </ul> *Daily Guided Reading Groups *Best practices/multicultural connections in Core Curriculum *Reteach, accelerate, enhance understanding as needed			pp. 281W-281CC

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PLANNING AND SCHEDULING TIMELING LITERACY 2 FIRST SIX WEEKS			
TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO NORM AND CRITERON REFERENCE TESTS
BASED ON MASTERY*			
5 days	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 35-42</li> <li>• Comprehension Card 6</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Basic Understanding</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 43-49</li> <li>• Comprehension Card 7</li> <li>• Modeled Writing</li> <li>• Cross-Curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>• Basic Understanding</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 50-56</li> <li>• Comprehension Card 8</li> <li>• Modeled Writing</li> <li>• Cross-Curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze Text</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 65-70</li> <li>• Comprehension Card 9</li> <li>• Modeled Writing</li> <li>• Cross-Curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>• Word Analysis</li> <li>• Evaluate and Extend</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> <li>• Editing Skills</li> </ul>
5 days	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 30-34</li> <li>• Comprehension Card 10</li> <li>• Modeled Writing</li> <li>• Cross-Curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>• Basic Understanding</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
5 days	<ul style="list-style-type: none"> <li>• Writing Express CD</li> <li>• Trade Book Library</li> </ul>		
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LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/ STRUCTURED LESSONS
<i>Harcourt Trophies: Book 2.1 (Theme: Our World)</i>			
<ul style="list-style-type: none"> <li>To recognize important details</li> <li>To use a variety of strategies including creating mental images to comprehend text</li> <li>R-controlled vowels/ir/ear, eer</li> <li>Names of days</li> <li>To write an informational paragraph</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Identify essential and non-essential information in a text</li> <li>Read text using self-monitoring strategies</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Write an informational paragraph</li> </ul>	2.3 – pg.21 2.1 – pg. 3 2.1 – pg.17	Johnny Appleseed Play pp.284A-311V
<ul style="list-style-type: none"> <li>To interpret information from graphs, charts, and diagrams</li> <li>To understand that rereading aloud can be used as a reading strategy to aid comprehension.</li> <li>Consonant blends spr, str, thr</li> <li>Names of months</li> <li>To write an informational paragraph</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Identify and use a variety of media to gain information and evaluate quality of information gained</li> <li>Read text using self-monitoring strategies</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Write an informational paragraph</li> </ul>	2.1 – pg.17	From Seed to Plant Informational Book pp. 312A-337R
<ul style="list-style-type: none"> <li>To recognize the difference between fact and opinion</li> <li>To use knowledge of word bits and parts in unknown words to understand the meanings of unknown words</li> <li>Vowel digraphs/oo/</li> <li>Names of holidays</li> <li>To write a research report</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Identify facts and opinions within a text</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Write an informational paragraph</li> </ul>	2.3 – pg.21 2.1 – pg.17	<b>The Secret Life of Trees</b> Informational Book pp.338A-365R
<ul style="list-style-type: none"> <li>To Understand that a reader can use story clues to infer things the author does not tell them</li> <li>To summarize the events in a story in a logical order</li> <li>Digraphs/n/,/r/</li> <li>Abbreviations</li> <li>To write a paragraph of explanation</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Make inferences and draw conclusions</li> <li>Retell a story in a logical sequential order</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Write an informational paragraph</li> </ul>	2.3 – pg.21 2.2,2.3 – pg 9, 19 22.1 – pg.3	<b>Watermelon Day</b> Realistic Fiction pp.366A-393P
<ul style="list-style-type: none"> <li>To predict outcomes based on text and prior knowledge</li> <li>To use a variety of strategies, including self-correcting</li> <li>Inflections – s, -es,-ies</li> <li>Showing ownership</li> <li>To write an opinion</li> </ul> *Daily Guided Reading Groups <b>Benchmark Assessment</b>	<ul style="list-style-type: none"> <li>Use text to monitor and revise predictions as needed</li> <li>Self-correct mistakes from a selected text</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>State an opinion and support it with facts.</li> </ul>	2.1 – pg.3 2.4 – pg. 29 2.1 – pg. 17	<b>Pumpkin Fiesta</b> Fiction pp. 394A-425V
<ul style="list-style-type: none"> <li><b>Reteaching and Review</b></li> </ul> *Daily Guided Reading Groups *Best practices/multicultural connections in Core Curriculum *Reteach, accelerate, enhance understanding as needed			
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PLANNING AND SCHEDULING TIMELING LITERACY 2 FIRST SIX WEEKS			
TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO NORM AND CRITERION REFERENCE TESTS
BASED ON MASTERY*			
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 71-77</li> <li>• Comprehension Card 11</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Basic Understanding</li> <li>• Identify Reading Strategies</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 78-84</li> <li>• Comprehension Card 12</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Evaluate and Extend</li> <li>• Identify Reading Strategies</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 85-91</li> <li>• Comprehension Card 13</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze Text</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 92-98</li> <li>• Comprehension Card 14</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Evaluate and Extend</li> <li>• Basic Understanding</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> <li>• Editing Skills</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 99-103</li> <li>• Comprehension Card 15</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>Evaluate and Extend</li> <li>Identify Reading strategies</li> <li>Word Analysis</li> <li>Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Writing Express CD</li> <li>• Trade Book Library</li> </ul>		
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LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/ STRUCTURED LESSONS
<i>Harcourt Trophies: Book 2.1 (Theme: Imagine That)</i>			
<ul style="list-style-type: none"> <li>To recognize cause and effect relationships in a text</li> <li>To understand that making predictions can help a reader understand story events</li> <li>Diphthong/ou/; Suffixes-ful, -less</li> <li>Pronouns</li> <li>To write a personal story</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Describe the organizational structures of text</li> <li>Apply information and connections from reading</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Write narrative pieces including stories and poems.</li> </ul>	2.3 – p 21 2.4 – p29 2.1 - p.17	The Day Jimmy’s Boa Ate the Wash Fantasy Ppo.14B-39R
<ul style="list-style-type: none"> <li>To interpret information from graphs, charts, and diagrams</li> <li>To make connections and inferences based on text and prior knowledge</li> <li>Diphthong/oi/</li> <li>Describing words</li> <li>To write a friendly letter</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Identify and use a variety of media to gain information and evaluate quality of information gained</li> <li>Use text to monitor and revise predictions as needed</li> <li>Use Knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Revise writing to improve detail and sequential order</li> </ul>	2.1 – p.3 2.1 – p.17	<b>How I Spent            My Summer            Vacation</b> Fantasy pp.40A-65V
<ul style="list-style-type: none"> <li>To make connections and inferences based on text and prior knowledge</li> <li>To use a variety of strategies including reading ahead</li> <li>Vowel digraphs oo,ue</li> <li>More describing words</li> <li>To write a letter of invitation</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Use text to monitor and revise predictions as needed</li> <li>Read text using self-monitoring comprehension strategies</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Write an informational paragraph about a specified topic</li> </ul>	2.1 – p.3 2.1 – p.17	Dear Mr. Blueberry Informational Book pp.66A-95R
<ul style="list-style-type: none"> <li>To know antonyms for a variety of words</li> <li>To use a variety of strategies including creating mental images to comprehend text</li> <li>Inflection –es; Suffixes –ful, -less</li> <li>Words that tell how many</li> <li>To write a personal story</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Acquire a reading vocabulary by identifying and correctly using words</li> <li>Read text using self-monitoring comprehension strategies</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Write narrative pieces including stories and poems</li> </ul>	2.4 – p.25 2.1 – p.3 2.1 – p.17	Cool Ali Realistic Fiction pp. 96A-121R
<ul style="list-style-type: none"> <li>To discriminate between fact and fiction</li> <li>To use knowledge of word bits and parts in unknown words to understand the meanings of unknown words</li> <li>Suffix –ly; Inflections –ing</li> <li>Words that compare</li> <li>To write responses to text</li> </ul> *Daily Guided Reading Groups <b>Benchmark Assessment</b>	<ul style="list-style-type: none"> <li>Identify facts and opinions within a text</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Write an informational paragraph</li> </ul>	2.3- p.21 2.1 – p.17	<b>The Emperor’s            Egg</b> Informational Book pp. 122A-149T
<ul style="list-style-type: none"> <li><b>Reteaching</b> Reading Groups</li> </ul> *Daily Guided Reading Groups *Best practices/multicultural connections in Core Curriculum *Reteach, accelerate, enhance understanding as needed			pp.149U-149AA

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TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO NORM AND CRITERION REFERENCE TESTS
<b>BASED ON MASTERY*</b>			
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 104-111</li> <li>• Comprehension Card 16</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze Text</li> <li>• Evaluate and Extend</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 112-118</li> <li>• Comprehension Card 17</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Evaluate and Extend</li> <li>• Analyze Text</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> <li>• Editing Skills</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 119-125</li> <li>• Comprehension Card 18</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze Text</li> <li>• Identify Reading Strategies</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 126-132</li> <li>• Comprehension Card 19</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Word Analysis</li> <li>• Identify Reading Strategies</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 133-137</li> <li>• Comprehension Card 20</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Basic Understanding</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Writing Express CD</li> <li>• Trade Book Library</li> </ul>		
<i>*Modification of materials, pacing, and/or methodology may be needed for advanced academic students, ESL, and students with disabilities.</i>			

KALAMAZOO PUBLIC SCHOOLS

FIRST SIX WEEKS LITERACY 2 PLANNING AND SCHEDULING TIMELINE			
LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/ STRUCTURED LESSONS
<i>Harcourt Trophies: Book 2.1 (Theme: Neighborhood News)</i>			
<ul style="list-style-type: none"> <li>To recognize and identify narrative elements</li> <li>To understand that reading nearby words and sentences can help readers figure out unfamiliar words</li> <li>Prefixes re-, pre-</li> <li>Verbs that tell about now</li> <li>To write a paragraph that describes</li> <li>Daily Guided Reading groups</li> </ul>	<ul style="list-style-type: none"> <li>Identify literary elements in stories including characters, setting, and plot</li> <li>Determine meaning of unknown words as they are encountered in books and text</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Write an informational paragraph</li> </ul>	2.2 p. 11 2.4 p. 25 2.3 p. 17	<b><i>The Pine Park Mystery Play</i></b> pp. 152A-175R
<ul style="list-style-type: none"> <li>To compare and contrast characters, settings, and plots</li> <li>To summarize the events in a story in a logical order</li> <li>To write a poem</li> <li>Contractions ‘ll, n’t, ‘s</li> <li>Agreement</li> <li>Daily Guided Reading Groups</li> </ul>	<ul style="list-style-type: none"> <li>Read and discuss similarities and differences in a variety of works of literature</li> <li>Retell a story in a logical sequential order</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Group-related words to write with a consistent focus</li> </ul>	2.2, 2.3 p. 9, 19 2.3 p. 17	<b><i>Good-bye Curtis</i></b> Realistic Fiction pp. 176A-199V
<ul style="list-style-type: none"> <li>To identify simple multiple-meaning words</li> <li>To use a variety of strategies including</li> <li>To write a non-rhyming poem</li> <li>Vowel digraphs ew, ui</li> <li>Past-tense verbs</li> <li>Daily Guided Reading Groups</li> </ul>	<ul style="list-style-type: none"> <li>Acquire a reading vocabulary by identifying and correctly using words</li> <li>Self-correct mistakes from selected text</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Group-related words to write with a consistent focus</li> </ul>	2.4 p. 25 2.4 p. 29 2.3 p. 17	<b><i>Max Found Two Sticks</i></b> Realistic Fiction pp. 200A-227R
<ul style="list-style-type: none"> <li>To understand how to summarize and restate information</li> <li>To understand that looking for vowel patterns and affixes can help a reader figure out unfamiliar words</li> <li>Diagrams /f/</li> <li>Am, Is, Are, Was, Were</li> <li>To write a personal story</li> <li>Daily Guided Reading Groups</li> </ul>	<ul style="list-style-type: none"> <li>Retell or summarize major ideas, sequence, and themes of text</li> <li>Use phonetic elements to decode and encode unfamiliar words</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Write narrative pieces including stories and poems</li> </ul>	2.2, 2.3 p. 9, 19 2.3 p. 17	<b><i>Born to Rope</i></b> Personal Narrative pp. 228A-249T
<ul style="list-style-type: none"> <li>To recognize and restate important details in a story</li> <li>To use a variety of strategies including creating mental images to comprehend text</li> <li>Suffixes –er, -est; Prefixes mis-, under-</li> <li>Has, Have, Had</li> <li>To practice daily writing tasks</li> <li>Daily Guided Reading Groups</li> <li>Benchmark Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Identify essential and non-essential information in a text</li> <li>Read text using self-monitoring strategies</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Include basic descriptions of people, places, and things in writing</li> </ul>	2.3–pg. 21 2.1 –pg. 3 2.3 –pg. 17	
<ul style="list-style-type: none"> <li>Reteaching and Review</li> <li>*Daily Guided Reading Groups</li> <li>*Best practices/multicultural connections in Core Curriculum</li> <li>*Reteach, accelerate, enhance understanding as needed</li> </ul>			pp. 277S-277Y

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PLANNING AND SCHEDULING TIMELING LITERACY 2 FIRST SIX WEEKS			
TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO NORM AND CRITERON REFERENCE TESTS
BASED ON MASTERY*			
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 138-145</li> <li>• Comprehension Card 21</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Basic Understanding</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 146-152</li> <li>• Comprehension Card 22</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze Text</li> <li>• Basic Understanding</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 153-159</li> <li>• Comprehension Card 23</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Identify Reading Strategies</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 160-166</li> <li>• Comprehension Card 24</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Basic Understanding</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 161-171</li> <li>• Comprehension Card 25</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Basic Understanding</li> <li>• Identify Reading Strategies</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Writing Express CD</li> <li>• Trade Book Library</li> </ul>		
<i>*Modification of materials, pacing, and/or methodology may be needed for advanced academic students, ESL, and students with disabilities.</i>			

KALAMAZOO PUBLIC SCHOOLS

FIRST SIX WEEKS LITERACY 2 PLANNING AND SCHEDULING TIMELINE			
LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/ STRUCTURED LESSONS
<i>Harcourt Trophies: Book 2.1 (Theme: Travel Time)</i>			
<ul style="list-style-type: none"> <li>To make connections and inferences based on text and prior knowledge</li> <li>To use knowledge of word bits and parts in unknown words to understand the meanings of unknown words</li> <li>R-controlled vowel /ur/ air, are</li> <li>See, Give, Saw Gave</li> <li>To write a personal narrative</li> <li>Daily Guided Reading Groups</li> </ul>	<ul style="list-style-type: none"> <li>Apply information and connections from reading</li> <li>Use the knowledge of word structure to decode words</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Write narrative pieces including stories and poems</li> </ul>	2.4 – pg. 29 2.1 – pg. 17	<i>Abuela</i> Fantasy pp. 280A-305T
<ul style="list-style-type: none"> <li>To read information for use in performing and learning a new task</li> <li>To use decoding and phonics to read new or unfamiliar words</li> <li>Vowel variant oo, ou</li> <li>Come, Run, Came, Ran</li> <li>To write an informational paragraph</li> <li>Daily Guided Reading Groups</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use a variety of media to gain information and evaluate quality of information gained</li> <li>Use phonetic elements to decode and encode unfamiliar words</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Write an informational paragraph</li> </ul>	2.4 – pg. 25 2.1 – pg. 17	<i>Beginner’s Word Atlas</i> Atlas pp. 280A-305T
<ul style="list-style-type: none"> <li>To use knowledge of the author’s purpose to comprehend informational text</li> <li>To use context to confirm the meaning of unknown words</li> <li>Vowel variant ou, ough</li> <li>Go, Do, Went, Did</li> <li>To write a “How-To” paragraph</li> <li>Daily Guided Reading Groups</li> </ul>	<ul style="list-style-type: none"> <li>Make inferences and draw conclusions from a variety of reading materials</li> <li>Support answers and conclusions by citing keywords from the text as evidence</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Gather information and determine organizational format</li> </ul>	2.3 – pg. 21 2.2, 2.3 – pg. 9, 19 2.1 – pg. 17	<i>Dinosaurs Travel</i> Informational Book pp. 336A-363V
<ul style="list-style-type: none"> <li>To know homophones for a variety of words</li> <li>To use a variety of strategies including creating mental images to comprehend text</li> <li>Vowel variant /o/ aw, augh</li> <li>Helping verbs</li> <li>To write directions</li> <li>Daily Guided Reading Groups</li> </ul>	<ul style="list-style-type: none"> <li>Acquire a reading vocabulary by identifying and correctly using words</li> <li>Read text using self monitoring strategies</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Include basic descriptions of people, places, and things in writing</li> </ul>	2.4 – pg. 25 2.1 – pg. 3 2.1 – pg. 17	<i>Montigue on the High Seas</i> Story pp. 364A-383R
<ul style="list-style-type: none"> <li>To predict outcomes based on text and prior knowledge</li> <li>To use a variety of strategies including reading ahead</li> <li>Prefixes over, un-</li> <li>Contractions</li> <li>To practice daily writing tasks</li> <li>Daily Guided Reading Groups</li> <li>Benchmark Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Apply information and connections from reading</li> <li>Read text using self-monitoring strategies</li> <li>Use knowledge of letter-to-sound correspondence</li> <li>Edit writing using grammar, punctuation, spelling and sentence formation</li> <li>Include basic descriptions of people, places and things in writing</li> </ul>	2.4 – pg. 29 2.1 – pg. 3 2.1 – pg. 17	<i>Ruth Law Thrills a Nation</i> Biography pp. 384A-409R
<ul style="list-style-type: none"> <li>Reteaching and Review</li> <li>*Daily Guided Reading Groups</li> <li>*Best practices/multicultural connections in Core Curriculum</li> <li>*Reteach, accelerate, enhance understanding as needed</li> </ul>			pp. 409S-409Y

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PLANNING AND SCHEDULING TIMELING LITERACY 2 FIRST SIX WEEKS			
TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO NORM AND CRITERON REFERENCE TESTS
BASED ON MASTERY*			
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 172-178</li> <li>• Comprehension Card 26</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze Text</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 179-185</li> <li>• Comprehension Card 27</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Evaluate and Extend</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 186-192</li> <li>• Comprehension Card 28</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze Text</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 193-199</li> <li>• Comprehension Card 29</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> <li>• Literacy Work Stations</li> </ul>		<ul style="list-style-type: none"> <li>• Word Analysis</li> <li>• Identify Reading Strategies</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Transparencies 200-204</li> <li>• Comprehension Card 30</li> <li>• Modeled Writing</li> <li>• Literacy Based Cross-Curricular Centers</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze Text</li> <li>• Identify Reading Strategies</li> <li>• Word Analysis</li> <li>• Writing Strategies</li> </ul>
<b>5 days</b>	<ul style="list-style-type: none"> <li>• Writing Express CD</li> <li>• Trade Book Library</li> </ul>		
*Modification of materials, pacing, and/or methodology may be needed for advanced academic students, ESL, and students with disabilities.			

GRADE 2.1: LITERACY	
2.1 A OBJECTIVE: TLW decode words to demonstrate reading fluency and comprehension (phonics/word structure).	
Performance Content Descriptors (MDE Academic Objectives and tested on MEAP)	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>R.WS.02.04 R.WS.02.08 R.WS.02.10</p>	<p><b>The purpose</b> of this objective is to ensure that students in grade 2 have a well designed phonics program in which students apply their knowledge of structural features of spoken and written language.</p> <p><b>Structural Features</b> reflect the way words are “put together” to create meaningful language through which we communicate.</p> <p><b>Structural Features of spoken and written language</b> include:</p> <ul style="list-style-type: none"> <li>• consonant clusters</li> <li>• initial, medial and final sounds</li> <li>• vowel combinations (e.g., diphthongs, diagraphs)</li> <li>• open syllables (end with a long vowel sound)</li> <li>• closed syllables (vowel surrounded by consonants.)</li> <li>• compound words</li> <li>• contractions</li> <li>• possessives</li> <li>• inflectional endings</li> <li>• plurals</li> </ul> <p><b>Directly teach, model and demonstrate</b> structural features and word solving strategies in Shared Reading, Modeled Writing and Interactive Writing.</p> <p><b>Students apply</b> these word solving strategies to decode unfamiliar words in Guided Reading groups, and to encode unfamiliar words in daily Independent Writing.</p> <p><b>Students need to develop</b> and use a large repertoire of work-solving strategies.</p> <p><b>Word Solving Strategies</b> include:</p> <ul style="list-style-type: none"> <li>• thinking about how words sound, look, and what they mean</li> <li>• using what you know about a word that connects to a new word</li> <li>• using resource materials to learn more (lists, charts)</li> <li>• using letter to sound correspondence and familiar spelling patterns to read unknown words</li> </ul> <p><b>Provide daily opportunities</b> for word study- teaching experiences designed to help learners build understanding about how letters, sounds and words work. Word study activities include:</p> <ul style="list-style-type: none"> <li>• Making words – a word study activity in which students manipulate and arrange letters to make words. Students learn to look for patterns in words and learn how changing just one letter or its location in the word changes the whole word.</li> <li>• Word Sorting – a word study activity in which students compare, contrast and sort words according to specific sound/symbol representations and syllable configurations.</li> <li>• Segmentation – taking apart spoken words sound by sound</li> <li>• Blending – putting individual sound together to make spoken words</li> </ul> <p><b>Use songs, poems, raps and chants</b> to help students produce speech sounds that correspond to written letter combinations for advanced phonetic elements and frequently used vowel diphthongs and digraphs.</p> <p><b>Develop with students charts and displays</b> of rhyming words, words with blends, “r” controlled vowels, word families with diphthongs and digraphs.</p>

GRADE 2: LITERACY		
2.1A OBJECTIVE: TLW decode words to demonstrate reading fluency and comprehension (phonics/word structure).		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>“The Mixed-Up Chameleon” T14-53</p> <p>“Helping Out” T172-193</p> <p>“The Secret Life of Trees” T338-365</p> <p>“The Emperor’s Egg” T122-149</p> <p>“Anthony Reyoso: Born to Rope” T228-249</p> <p>“Beginner’s World Atlas” T306-335</p> <p><b>Social Studies/Science Connections</b> <i>Anansi does the Impossible: An Ashanti Tale</i> By Verna Aardema</p> <p><i>Arroz con leche Popular Songs and Rhymes from Latin America</i> By Lulu Delacre</p> <p><i>Babushka’s Doll</i> By Patricia Polacco</p> <p><i>Aunt Flossie’s Hats (and Cab Cakes Later)</i> By Elizabeth Fitzgerald Howard</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• Harcourt Intervention Kit</li> <li>• Saxon Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MEAP Part 1:</b> Writing from Knowledge and Experience Rubric</li> <li>• <b>MEAP Part 2B:</b> Response to the Reading Selections Rubric</li> <li>• MLPP Sight Word/Decodable Word List Pgs 9.1 – 9.8</li> <li>• MLPP Known Words: Pgs 10.1-10.2</li> <li>• MLPP Hearing and Recording Sounds: Pgs 11.1 – 11.4</li> <li>• DRA</li> <li>• TBA : ELA Grade level appropriate instructional activity</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Anecdotal Records</li> <li>• Running records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students</p>	<p>English Language Learners Activities in which students use familiar word parts to figure out unknown words are helpful for ELL students. This instructional may be provided through the use of word families such as – at,-et-in.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP),and teacher records Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. (IDEA 300.121.9(D) (3) (I)</p> <p>Academically Talented. William and Mary curriculum.</p> <p><b>Home Connections</b> If your child gets stuck on a work, help him figure it out by asking him: What would make sense? Does it look like the word you said?</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP: Participants Handbook Oral Language Section</li> <li>• LETRS: Book 2 – Module 4 – Mighty Word</li> <li>• “The Fluent Reader” - Rasinski</li> </ul>

GRADE 2: LITERACY	
<b>2.1 B OBJECTIVE: TLW decode words to demonstrate reading fluency and comprehension (self-monitoring).</b>	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>R.WS.02.03 R.MT.02.01 R.MT.02.02 R.MT.02.03 R.MT.02.04 R.MT.02.05 R.MT.02.06 R.MT.02.07</p>	<p><b>The purpose of this objective</b> is to ensure that students in grade 2 develop self-monitoring (checking on oneself) strategies that support the understanding of text. These strategies are important for students as they become independent readers and writers who can use their knowledge in flexible ways.</p> <p><b>Students self-monitor</b> when they:</p> <ul style="list-style-type: none"> <li>• notice when words don't look right, sound right or make sense</li> <li>• know how to search for more information in reading and writing</li> <li>• know how to use what they know to figure out what they do not know</li> <li>• know when to ask for help</li> <li>• know when and how to look for answers in other sources such as charts, word walls, dictionaries</li> <li>• know how to ask themselves good questions while reading on order to check understanding</li> <li>• know when to reread to confirm</li> </ul> <p><b>During Shared Reading</b> model strategies that good readers use. Students need direct explanations of the strategy, how it aids comprehension and when to use it.</p> <p><b>Develop a “Strategies Good Readers Use” chart.</b> Add each strategy to the chart after it is introduced, modeled and practiced.</p> <ul style="list-style-type: none"> <li>• look for patterns and/or word parts</li> <li>• think about what words mean</li> <li>• make new predictions as you read</li> <li>• ask yourself if your predictions were right</li> <li>• think about the order in which things happen</li> <li>• create mental images</li> <li>• use context to confirm meaning</li> <li>• think about words that sound/look the same</li> </ul> <p><b>During Guided Reading</b> observe students as they apply self-monitoring strategies that help support their understanding of text.</p> <p><b>Activities that develop self-monitoring skills</b> include:</p> <ul style="list-style-type: none"> <li>• cloze activities</li> <li>• guess the covered word</li> <li>• use of monitoring checklists</li> <li>• marking text</li> </ul> <p><b>After reading,</b> encourage students to identify and share which strategies they used.</p>

**GRADE 2: LITERACY**

**2. 1B OBJECTIVE: TLW decode words to demonstrate reading fluency and comprehension (self-monitoring)**

CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>“Wilson Sat Alone” T124-149</p> <p>“Hedgehog Bakes a Cake” TT226-253</p> <p>“Watermelon Day” T366-393</p> <p>“Cool Ali” T96-121</p> <p>“The Pie Park Mystery” T152-175</p> <p>“Montigue on the High Seas” T364-383</p> <p><b>Social Studies/Science Connections</b> <i>Ben’s Trumpet</i> By Rachel Isadora</p> <p><i>Bigmama’s</i> By Donald Crews</p> <p><i>A Birthday for Tia</i> By Pat Mora</p> <p><i>The Black Snowman</i> By Phil Mendez</p> <p><i>The Bossy Gallito</i> By Luia M. Gonzalez</p> <p><i>Bringing the Rain to Kapiti Plain</i> By Verna Ardema</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Read Naturally</li> <li>• Harcourt Intervention Kit</li> <li>• Saxon Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MEAP Part 1:</b> Writing from Knowledge and Experience Rubric</li> <li>• <b>MEAP Part 2B:</b> Response to the Reading Selections Rubric</li> <li>• DIBELS</li> <li>• DRA</li> <li>• TBA: ELA grade level appropriate instructional activity</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> </ul> <p><b>For Students on the Advanced Level</b> <i>Provide opportunities for students to make self corrections at the point of error.</i></p> <p>Provide a variety of materials that give students many opportunities to adjust their reading rate according to the difficulty of the text and their purpose for reading.</p>	<p><b>English Language Learners</b> Teach, Think Aloud and model strategies to identify basic facts in text. Make connections by asking students to connect background knowledge to the text. Students should make text-to-self, text-to-text, and text to-world connections.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), evaluation and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)]</p> <p>Academically Talented: William and Mary Curriculum.</p> <p><b>Home Connections</b> Have your child read to you. Don’t correct him immediately. If a word makes sense, let it go.</p> <p>If your child is stuck on a word, give him a choice between two words.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• LETRS: Book 1 – Module 2 – Speech sounds Book 3 – Module 7 – Phonics</li> <li>• “<i>The Fluent Reader</i>” - Rasinski</li> </ul>

**GRADE 2: LITERACY**

**2. 1C OBJECTIVE: TLW decode words to demonstrate reading fluency and comprehension (repetitive patterns and cueing system).**

<p><b>Performance Content Descriptors</b> (MDE Academic Objectives and tested on MEAP)</p>	<p><b>LITERACY INSTRUCTIONAL MODEL:</b> COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP</p>
<p><b>RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE</b></p>	
<p>R.WS.02.03 R.WS.02.08 R.WS.02.09 R.WS.02.10 R.FL.02.01 R.FL.02.02 R.FL.02.03 R.FL.02.04</p>	<p>The purpose of this objective is to ensure students are able to use repetitive pattern to develop sight vocabulary and reading fluency.</p> <p>Read Alouds and Shared Reading: The focus of any reading instruction should be on finding meaning.</p> <ul style="list-style-type: none"> <li>Predictable books use rhyme and rhythm, repetition, picture support, cumulative pattern, and familiar sequence to help students read with greater ease.</li> </ul> <p><b>Nursery rhymes and predictable books</b> with repetitive patterns help students develop sight vocabulary, reading fluency and the ability to recognize and use rhymes.</p> <p><b>Word learning</b> can be enhanced by the manner in which a predictable text is used and by the follow-up strategies that are used.</p> <p><b>Effective strategies are:</b></p> <ul style="list-style-type: none"> <li>Text Innovation: Using a familiar pattern book, students will create their own story using the pattern from the text. Teachers demonstrate this process during modeled, shared and interactive writing (e.g., Over in the Meadow becomes “Over in the Playground”; “A” my name is ____ and my friend’s name is ____).</li> <li>Cloze Activities: The teacher guides students in reading text in which key words relating to the pattern or rhyme have been omitted e.g. Jack and Jill went up a _____</li> </ul> <p>The strategies support strategic reading. The use of predictable books supports students’ integration of the three cueing systems to make meaning. When choosing the appropriate word, students think about:</p> <ul style="list-style-type: none"> <li>what makes sense (M=meaning)</li> <li>what sounds right (S=structure)</li> <li>what looks right (V=visual)</li> </ul> <p>Word play remains important in building an extensive reading and writing vocabulary and in developing the ability to recognize and use structural features of words. Provide opportunities for students to manipulate and complete familiar rhymes and patterns.</p> <p><b>Making Words:</b> In this game the initial consonant is changed and a new word is formed using the same chunk.</p> <ul style="list-style-type: none"> <li>house, mouse, blouse....</li> <li>king, wing, sing....</li> </ul>

**GRADE 2: LITERACY**

**2. 1C OBJECTIVE: TLW decode words to demonstrate reading fluency and comprehension (repetitive patterns and cueing system).**

CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>“The Mixed-Up Chameleon” T14-53</p> <p>“The Enormous Turnip” T152-171</p> <p>“Johnny Appleseed” T284-311</p> <p>“How I Spent My Summer” T40-65</p> <p>“Max Found Two Sticks” T200-227</p> <p>“Dinosaurs Travel” T336-363</p> <p><b>Social Studies/Science Connections</b> <i>Tell Me Again About the Night I Was Born</i> by Jamie Lee Curtis</p> <p><i>Hush! A Thai Lullabye</i> by Mingfong Ho</p> <p><i>Hand in Hand</i> by Lee Bennett Hopkins</p> <p><i>Shades of Black: A Celebration of Our Children</i> by Sandra Pinkey</p> <p><i>The Trees Stand Shining: Poetry of the North American Indians</i> by Hettie Jones</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Fast ForWard</li> <li>• Earobics</li> <li>• Imagination Station</li> <li>• SIPPS (Systemic Instruction in Phoneme Awareness, Phonics, and Sight Words)</li> <li>• Read Naturally</li> <li>• Harcourt Intervention Kit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MEAP Part 1:</b> Writing from Knowledge and Experience Rubric</li> <li>• <b>MEAP Part 2B:</b> Response to the Reading Selections Rubric</li> <li>• DIBELS</li> <li>• DRA</li> <li>• TBA: ELA Grade level appropriate instructional activity</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Student Writing that includes Responses to Literature</li> </ul> <p><b>For Students on the Advanced Level</b> <i>Provide opportunities for students to make self-corrections at the point of error.</i></p>	<p><b>English Language Learners</b> Provide many opportunities for ELL students to identify culturally relevant poetry.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), evaluation and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)] Academically Talented: William and Mary Curriculum.</p> <p><b>Home Connections</b> Play rhyming games: Parent reads a familiar rhyme, parent rereads and leaves out the last word of very other line. Child fills in last word that goes in the rhyme.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• LETRS: Book 2 - Module 5 - Fluency</li> <li>• “<i>The Fluent Reader</i>” - Rasinski</li> </ul>

GRADE 2: LITERACY	
2.2A OBJECTIVE: TLW read narrative text to construct meaning using strategies to identify specific elements of the genre, character traits, focusing on themes and the author’s purpose (genre).	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES AND SCIENCE CONNECTIONS	
<p><b>By the end of grade 2 students will be able to:</b></p> <p>■ <i>Identify the types of various texts (e.g., literary, informational).</i></p> <p>R.NT.02.01 R.NT.02.02 R.NT.02.03 R.NT.02.04 R.NT.02.05</p> <p>R.CM.02.01</p> <p>R.MT.02.01 R.MT.02.02 R.MT.02.03 R.MT.02.04 R.MT.02.05 R.MT.02.06 R.MT.02.07 R.MT.02.08 R.MT.02.09</p>	<p><b>The purpose</b> of this objective is to ensure that students are able to think and use narrative text differently depending on the types of text and their purpose for reading.</p> <p><b>Think Aloud, model and demonstrate</b> how to identify various types of texts.</p> <p><b>Think Aloud/Modeling</b> is a procedure in which the teacher demonstrates a literacy task as the students are observing exactly what the task involves. The teacher uses clear demonstrations and explicit language to promote learning at the proficient level. This gives children a clear idea of what they will be expected to do independently after they have had many opportunities to practice the task with the teacher.</p> <p>Literary texts describe, entertain, amuse, narrate or appeal to one’s emotions.</p> <ul style="list-style-type: none"> <li>• <b>Types of fiction:</b> Folk tales (taught in 1<sup>st</sup>), Fairy Tales, Fantasy, Realistic Fiction (taught in 1<sup>st</sup>) Legends, Drama</li> <li>• <b>Types of poetry:</b> Traditional Rhymes (Nursery Rhymes), Lyrical Poetry</li> </ul> <p><b>Before and During Read Alouds and Shared Reading</b> draw attention to the illustrations and text format clues. Teach how these features give information about the type of text. Use questions, illustrations and predictions to identify the type of text and its purpose.</p> <p><b>Activities</b> to help children distinguish between narrative:</p> <ul style="list-style-type: none"> <li>• Book Talks</li> <li>• Develop charts with students; identify types of texts</li> <li>• Use checklists with descriptors of types of texts</li> <li>• Sort classroom books into Literary Categories</li> <li>• Keep a class record of types of texts read during Read Alouds and Shared Reading</li> </ul> <p><b>During Guided Reading</b> and Discussion students demonstrate their understanding of types of narrative texts.</p>

GRADE 2: LITERACY		
2.2A OBJECTIVE: TLW read narrative text to construct meaning using strategies to identify specific elements of the genre, character traits, focusing on themes and the author’s purpose (genre).		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>“Get Up and Go” T54-81</p> <p>“Mr. Putter and Tabby Fly the Plane” T194-225</p> <p>“From Seed to Plant” T312-337</p> <p>“The Day Jimmy’s Boa Ate the Wash” T14-39</p> <p>“Chinatown” T250-277</p> <p>“Dinosaurs Travel” T336-363</p> <p><b>Social Studies/Science Connections</b> <i>Butterflies</i> by Karen Shapiro</p> <p><i>Harriet Tubman</i> by Catherine Nichols</p> <p><b>George Washington Our First President</b> by Garnet Jackson</p> <p><b>Great Black Heroes: Five Bold Freedom Fighters</b> by Wade Hudson</p> <p><i>Amazing Grace</i> by Mary Hoffman</p> <p><i>Boundless Grace</i> by Mary Hoffman</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> <li>• Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MEAP Part 1:</b> Writing from Knowledge and Experience Rubric</li> <li>• <b>MEAP Part 2B:</b> Response to the Reading Selections Rubric</li> <li>• MLPP: retelling pgs 7.7-7.12</li> <li>• DRA</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> </ul> <p><i>For Students on the Advanced Level</i> Provide opportunities for students to identify various types of texts, then give the purpose for using that type of text.</p>	<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Previewing text features and vocabulary before reading will support comprehension particularly for ELL students</li> <li>• Have them set a purpose for reading: I want to know ____.</li> </ul> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP) and teacher’s records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable to child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)]</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b> Show your child the cover of a new book. Based on the cover, ask what the things the book is about and why.</p> <p><b>Strategic Resources:</b></p> <ul style="list-style-type: none"> <li>• MLPP: Participants Handbook – Comprehension Section</li> <li>• LETRS: Book 2-Module 6-Meaning</li> <li>• “<i>Reading With Meaning</i>” – Miller</li> <li>• “<i>Mosaic of Thought</i>” - Keene and Zimmermann</li> <li>• Power of Retelling</li> </ul>

GRADE 2: LITERACY	
2.2B OBJECTIVE: TLW read narrative text to construct meaning using strategies to identify specific elements of the genre, character traits, focusing on themes and the author’s purpose.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SICENCE CONNECTIONS	
<p>R.LNT.02.01 R.NT.02.04 R.NT.02.05</p> <p>R.IT.02.01</p> <p>R.CM.02.04 R.CM.02.05 R.MT.02.06 R.MT.02.09 R.MT.02.10 R.MT.02.15</p>	<p><b>The purpose of this objective</b> is to ensure that students know and are able to explain the differences between narrative and informational text. Students will be able to:</p> <ul style="list-style-type: none"> <li>• retell or summarize major ideas in a sequential manner to comprehend text.</li> <li>• describe major ideas or events</li> <li>• make connections between new and known information about a subject</li> <li>• pose questions during reading and later clarify understanding of text through discussions.</li> <li>• cite key words from fiction/nonfiction text to support and clarify major ideas or themes from the text.</li> </ul> <p><b>Narrative informs, entertains,</b> engenders emotion, involves the reader’s reflection and extends the reader’s imagination. Fiction includes:</p> <ul style="list-style-type: none"> <li>• stories, personal narratives, plays, poetry and songs</li> <li>• fairy tales and folk tales</li> <li>• fantasy (a make believe story with fanciful or supernatural elements)</li> <li>• fables (usually a story with talking animals that ends with a moral)</li> </ul> <p><b>Information informs, instructs,</b> explains, persuades or recounts. Informational includes biography, directions, recipes, surveys, advertisements, commercials, newspapers, magazines or research reports.</p> <p><b>Activate prior knowledge</b> about a text topic by posing questions, visualizing an experience, using graphic organizers or charts. This allows students to make connections between known and new information.</p> <p><b>During Shared Reading,</b> model and use Think Aloud strategies by rereading to clarify ideas and to support answers to questions posed.</p> <p><b>Students must become adept</b> at explaining the relationships among the main ideas and their supporting details in order to read informational materials effectively. Students apply these strategies during guided reading and guided discussions.</p> <p><b>Directly teach, model and demonstrate</b> marking text to monitor comprehension. This strategy helps readers support answers and conclusions by citing key words as evidence (e.g., post-it- notes, highlighters).</p> <p><b>After Reading</b> strategies enable students to reread and answer questions posed during reading.</p> <ul style="list-style-type: none"> <li>• Creative Debate</li> <li>• Graphic Organizers, flow charts, labeled drawings, Venn diagrams</li> <li>• Write in sequential order the major ideas/events from the text.</li> <li>• Reread to clarify ideas. Show how details support the main idea through key words, sequences and illustrations.</li> </ul>

**GRADE 2: LITERACY**

**2.2B OBJECTIVE: TLW read narrative text to construct meaning using strategies to identify specific elements of the genre, character traits, focusing on themes and the author’s purpose.**

CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b>  <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>“The Mixed-Up Chameleon”                      T14-53                      “Helping Out”                      T172-193                      “The Secret Life of Trees”                      T338-365                      “The Emperor’s Egg”                      T122-149                      “Chinatown”                      T250-277                      “Dinosaurs Travel”                      T336-63</p> <p><b>Social Studies/Science Connections</b>  <i>Follow the Drinking Gourd</i> by Jeanette Winter</p> <p><i>Freedom School, Yes</i>                      by Amy Littlestugar</p> <p><i>Just Plain Fancy</i>                      by Patricia Polacco</p> <p><i>Kahn’s Daughter</i>                      by Lawrence Yep</p> <p><i>Mama, Do You Love Me?</i>                      by Barbara Joose</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MEAP Part 1:</b> Writing from Knowledge and Experience Rubric</li> <li>• <b>MEAP Part 2B:</b> Response to the Reading Selections Rubric</li> <li>• DRA</li> <li>• TBA Grade Level Appropriate Instructional</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Reading Assessment Rubric</li> </ul> <p>For Students on the Advanced Level                      Provide opportunities for students to clarify ideas and understandings of both fiction and nonfiction text, through rereading and discussion.</p>	<p><b>English Language Learners</b>                      Enactments such as dramatizations, simulations and role plays give ELL students opportunities to deepen, extend, and demonstrate their understanding of text.</p> <p><b>Students with Disabilities</b>                      All teachers working with identified students with disabilities <b>must review the student’s Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</b> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.                      [IDEA 300.121.9(d) (3) (i)]</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b>                      Read fables like the “Lion and the Mouse” or stories about real animals. Have your child tell whether they are real or not and why.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP: Participant Handbook - Comprehension Section and Expository Section</li> <li>• LETRS: Book 2 - Module 6 - Comprehension</li> <li>• “<i>Reading with Meaning</i>” - Miller</li> <li>• “<i>Mosaic of Thought</i>” - Keene &amp; Zimmermann</li> </ul>

GRADE 2: LITERACY	
2.2C OBJECTIVE: TLW read narrative text to construct meaning using strategies to identify specific elements of the genre, character traits, focusing on themes and the author’s purpose (story character and setting).	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>R.NT.02.03 R.NT.02.04 R.NT.02.05</p>	<p>The purpose of this objective is to ensure students are able to identify a story’s characters and setting.</p> <p><b>Before and During Read Aloud and Shared Reading</b>, draw attention to the setting and characters and their impact on the story.</p> <ul style="list-style-type: none"> <li>• During book introduction, activate prior knowledge and encourage students to make predictions about the text by posing questions and previewing the text’s illustrations.</li> <li>• Highlight new vocabulary that enhances the description of characters and setting.</li> </ul> <p>Characters are the people and/or animals portrayed in a story. The write reveals characters by telling us:</p> <ul style="list-style-type: none"> <li>• what they say of think</li> <li>• how they look</li> <li>• relationships with other characters</li> <li>• what they do</li> </ul> <p><b>Activities to help</b> children identify characters include:</p> <ul style="list-style-type: none"> <li>• Drawing characters and writing captions</li> <li>• Writing dialogue for characters</li> <li>• Writing thought bubbles for characters</li> <li>• Making and using puppets (sock, stick)</li> </ul> <p><b>Setting</b> is the time and place in which the story takes place and usually has an effect on the character and story action.</p> <ul style="list-style-type: none"> <li>• Time – time of day, season, past, present, future.</li> <li>• Place – ranges from geographic location to a specific room in a house.</li> <li>• Learn about setting through the author’s words and illustrations.</li> </ul> <p><b>Activities</b> to help children identify and focus on setting include:</p> <ul style="list-style-type: none"> <li>• drawing the setting and writing an explanation (e.g., scenery on craft paper)</li> <li>• changing the setting and explaining the effects of the change</li> <li>• pantomime or reenactment.</li> </ul> <p><b>During Guided Discussion</b> students demonstrate their understanding of the main idea and the role of the character and setting. These discussions occur daily in whole group.</p> <p><b>After Reading:</b> Graphic organizers and story maps are effective teaching tools that help students identify and discuss character and setting. These tools can also be used by students to support their writing.</p> <p><b>Some effective graphic organizer are: (see appendix)</b></p> <ul style="list-style-type: none"> <li>• My Characters and Me</li> <li>• Story Links</li> <li>• Character Pop-Ups</li> <li>• Story Star</li> <li>• Character Web</li> </ul> <p><b>Book talks</b> and written responses provide opportunities for students to use their understanding of character and setting as it relates to the main idea.</p>

**GRADE 2: LITERACY**

**2.2C OBJECTIVE TLW read narrative text to construct meaning using strategies to identify specific elements of the genre, character traits, focusing and themes and the author’s purpose (story character and setting).**

CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> Trophies Pupil Anthology and Teacher’s Editions</p> <p>“Henry and Mudge Under the Yellow Moon” T82-100</p> <p>“Wilson Sat Along” T124-149</p> <p>“The Enormous Turnip” T152-171</p> <p>“Johnny Appleseed” T284-311</p> <p>“The Day Jimmy’s Boa Ate the Wash” T14-39</p> <p>“The Pine Park Mystery” T152-175</p> <p><b>Social Studies/Science Connections</b> <i>People Could Fly: American Black Folktales</i> by Virginia Hamilton</p> <p><i>Sing to the Stars</i> by Mary Brigid Barrett</p> <p><i>More Than Anything Else</i> by Marie Bradby</p> <p><i>Everett Anderson’s Nine Month Long</i> by Lucille Clifton</p> <p><i>The Hmong</i> by Dolly Brittan</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• Harcourt Intervention Kit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MEAP Part 1:</b> Writing from Knowledge and Experience Rubric</li> <li>• <b>MEAP Part 2B:</b> Response to the Reading Selections Rubric</li> <li>• DRA</li> <li>• TBA Grade Level Appropriate Instructional</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Anecdotal Records</li> <li>• Running records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Test</li> <li>• Retelling Rubrics</li> <li>• Student Writing that includes Responses to Literature</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to retell stories, detailing the characters, setting and plot. Write responses to reading that includes comparisons of characters, settings, and plots across texts.</p>	<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• ELL students must be guided through the process of identifying literary elements.</li> <li>• Provide ELL students with background information on characterization, setting, plot, theme, point of view, tone and style.</li> <li>• Model using literature which highlights the literary element taught.</li> </ul> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP). Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)]</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b> After your child has read a chapter in a book or a story, encourage him/her to dramatize an event, a scene or character.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP: Participant Handbook Fluent Reader Section Comprehension Section</li> <li>• “Reading With Meaning” - Miller</li> <li>• “Mosaic of Thought” - Keene &amp; Zimmermann</li> </ul>

GRADE 2: LITERACY	
2.2D OBJECTIVE: TLW read narrative text to construct meaning using strategies to identify specific elements of the genre, character traits, focusing on themes and the author’s purpose.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>By the end of grade 2 students will be able to:</p> <p>■ Identify the literary devices in rhyme, repetition, rhythm and patterns.</p> <p>R.NT.02.04</p> <p>R.CM.02.04</p> <p>R.CM.02.05</p> <p>R.M.T.02.10</p>	<p><b>The purpose</b> of this objective is to study how authors use language to make more pleasurable, meaningful stories and to recognize how literary devices support comprehension.</p> <p><b>The primary goal</b> of using familiar rhymes, poems and songs is to help children hear, identify and manipulate enjoyable pieces of language.</p> <p><b>Create</b> a literature-rich environment that accurately reflects the history and cultural heritage of the students in the classrooms. Teachers need to choose rhymes, books, poems, charts, songs and raps that re inclusive and do not promote stereotypes.</p> <p><b>Rhythmic language</b> provides opportunities for students to hear similarities and differences in sound patterns. In students’ literary heritage there is a variety of jump rope jingles, chants, and rhymes that help students identify and enjoy these literary devices. Encourage students to share rhymes used in games they play (e.g., jump rope rhymes, hand clapping games).</p> <p><b>Encourage students</b> to share rhymes they have heard at home in languages other than English.</p> <p><b>Literary devices can best be taught</b> through a rich variety of literature that provides examples of rhyme, rhythm, and personification. Literary devices are often based on specific cultural references that may need explanation and elaboration for students from other cultures. Students may keep a self-generated notebook containing examples of literary devices.</p> <p><b>Word play to identify literary devices</b> is also important in supporting phonemic awareness and developing the print sound code (letter sound math). Students recite and clap along as they chant tongue twisters, nursery rhymes, songs and poems (e.g., Miss Mary Mack – clap on /ack/ - rhymes).</p> <p><b>During Read Alouds and Shared Reading</b> the teacher reads aloud picture books, poems, chants, songs and raps so that students will be able to identify the rhyme, rhythm, repetition or patterns in the text.</p> <p><b>In Shared, Interactive and Independent Writing</b>, create texts that use the literary devices either as innovations of a favorite story or as new stories.</p> <p><b>Activities</b> to help students identify rhyme, rhythm, repetition or patterns are:</p> <ul style="list-style-type: none"> <li>• Clap out/march to the words in poem or song</li> <li>• Word substitution with familiar rhymes (e.g., Mary had a little lamb/Mary had a little house</li> <li>• Adding or deleting words in songs</li> <li>• Use gestures to accentuate the rhyme, rhythm, repetition and pattern in favorite songs, jingles, poems</li> </ul> <p><b>Provide opportunity</b> for students to independently read books that use the literary devices and share with others the devices they identified.</p>

**GRADE 2: LITERACY**

**2.2.D OBJECTIVE: TLW read narrative text to construct meaning using strategies to identify specific elements of the genre, character traits, focusing on themes and the author’s purpose.**

CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b>  <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>“The Mixed-Up Chameleon”                      T14-53                      “The Enormous Turnip”                      T152-171                      “Johnny Appleseed”                      T284-311                      “How I Spent My Summer Vacation”                      T40-65                      “Max Found Two Sticks”                      T200-227                      “Dinosaurs Travel”                      T336-363</p> <p><b>Science/Social Studies Connection</b>  <i>Kevin and His Dad</i>                      by Irene Smalls</p> <p><i>Mimi’s Tutu</i>                      by Tynia Thomassie</p> <p><i>One Hungry Monster</i>                      by Susan Heyboer O’Keefe</p> <p><i>Papa Papa</i>                      by Jean Marzolloa</p> <p><i>Over the Meadow</i>                      by Olive A. Wadsworth</p> <p><i>My Name Is...</i>                      by Alice Lyne</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MEAP Part 1:</b> Writing from Knowledge and Experience Rubric</li> <li>• <b>MEAP Part 2B:</b> Response to the Reading Selections Rubric</li> <li>• DRA</li> <li>• TBA: Grade Level Appropriate Instructional</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running records, Miscue Analysis</li> <li>• Format Performance Tasks</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Student Writing that includes Responses to Literature</li> </ul> <p>For Students on the Advanced Level                      Provide opportunities for students to write stories using literary devices of rhyme, rhythm, and personification.</p>	<p><b>English Language Learners</b>                      Literary devices can best be taught to ELL students by giving them opportunities to create original examples.</p> <p><b>Students with Disabilities</b>                      All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.                      [IDEA 300.121.9(d) (3) (i)]</p> <p>Academically Talented: William &amp; Mary Curriculum</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Read and dramatize familiar nursery rhymes to your child.</li> <li>• Recite Nursery Rhymes with your child while you are in the car.</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP: Participant Handbook Oral Language Section</li> <li>• “<i>Reading with Meaning</i>”- Miller</li> <li>• “<i>Mosaic of Thought</i>”- Keene &amp; Zimmermann</li> </ul>

GRADE 2: LITERACY	
2.2E OBJECTIVE: TLW read narrative text to construct meaning using strategies to identify specific elements of the genre, character traits, focusing on themes and the author’s purpose.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>By the end of grade 2 students will be able to:</p> <p>■ Read and comprehend both nonfiction and fiction</p> <p>R.CM.02.01 R.CM.02.02 R.CM.02.03 R.CM.02.04 R.CM.02.05 R.MT.02.01 R.MT.02.02 R.MT.02.03 R.MT.02.04 R.MT.02.05 R.MT.02.06 R.MT.02.07 R.MT.02.08 R.MT.02.09 R.MT.02.010 R.MT.02.011 R.MT.02.012 R.MT.02.013 R.MT.02.014 R.MT.02.015</p>	<p><b>The purpose</b> of this objective is to ensure students will demonstrate comprehension of narrative and informational text through a variety of activities.</p> <p><b>Teachers read aloud</b> from a variety of genres that reflect multicultural perspectives.</p> <p><b>During Interactive Read Alouds and Shared Reading</b> teacher reads both fiction and informational texts. Students read fiction and informational books daily during independent reading time. Encourage students to reread, discuss and respond to books.</p> <p><b>Some effective ways</b> that students can demonstrate comprehension are:</p> <ul style="list-style-type: none"> <li>• Book talks</li> <li>• Readers Theater</li> <li>• Response journals</li> <li>• Learning logs</li> <li>• Guided discussions</li> <li>• Art projects</li> <li>• Buddy reading</li> <li>• Illustrated report</li> </ul> <p><b>Fiction Text</b> characteristics are:</p> <ul style="list-style-type: none"> <li>• predictable story structure</li> <li>• setting</li> <li>• character development</li> <li>• plot</li> <li>• events</li> </ul> <p><b>Nonfiction texts</b> allow student to draw on their prior knowledge and experiences to construct meaning. Using informational texts allows students to broaden their world experience and increase their conceptual knowledge and vocabulary.</p> <p><b>Nonfiction</b> characteristics are:</p> <ul style="list-style-type: none"> <li>• photographs/illustrations, diagrams, maps, charts</li> <li>• captions, labels</li> <li>• real people, places, things, and events</li> <li>• text features (table of contents, glossaries, headings)</li> </ul> <p><b>Use Twin Texts</b>, a fiction and an informational book on the same topic. For example:</p> <ul style="list-style-type: none"> <li>• Stellaluna (Cannon) and Bats (Bland)</li> <li>• Red Leaf, Yellow Leaf (Ehlert) and Why Do Leaves Change Color? (Maestro)</li> <li>• The Butter Battle Book (D. Seuss) and Always to Remember: The Story of the Vietnam Veterans Memorial (B&amp;J Ashabranner)</li> </ul> <p><b>Students demonstrate comprehension</b> by discussing and comparing the similarities and differences between the texts.</p> <p><b>Interactive class strategies</b> that support comprehension of fiction and nonfiction texts are:</p> <ul style="list-style-type: none"> <li>• Venn diagram</li> <li>• K-W-L Plus</li> <li>• Webbing</li> <li>• Feature Analysis Chart</li> </ul>

**GRADE 2: LITERACY**

**2.2E OBJECTIVE: TLW read narrative text to construct meaning using strategies to identify specific elements of the genre, character traits, focusing on themes and the author’s purpose.**

CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b>  <i>Trophies Pupil Anthology and Teacher’s Editions</i>                      “Wilson Sat Alone”                      T124-149                      “Helping Out”                      T172-193                      “The Secret Life of Trees”                      T338-365                      “The Day Jimmy’s Boa Ate the Wash”                      T14-39                      “The Pine Park Mystery”                      T152-175                      “Beginner’s World Atlas”                      T306-335</p> <p><b>Science/Social Studies Connection</b>  <i>Abe Lincoln’s Hat</i>                      by Martha Brenner  <i>The Chinook People</i>                      by Pamela Ross  <i>America is Her Name</i>                      by Luis J. Rodriguez  <i>The Boy of the Three Year Nap</i>                      by Dianne Snyder  <i>Mamma Provi and the Pot of Rice</i>                      by Sylvia A. Rosa-Casanova</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MEAP Part 1:</b> Writing from Knowledge and Experience Rubric</li> <li>• <b>MEAP Part 2B:</b> Response to the Reading Selections Rubric</li> <li>• DRA</li> <li>• TBA Grade Level Appropriate Instructional</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Student Writing that includes Responses to Literature</li> </ul> <p>For Students on the Advanced Level                      Provide opportunities for students to read a variety of fiction and nonfictions and to demonstrate comprehension through the arts and writing.</p>	<p><b>English Language Learners</b>                      ELL students will benefit most from both oral and written response to nonfiction and fiction.</p> <p><b>Students with Disabilities</b>                      All teachers working with identified students with disabilities must review the students Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.                      [IDEA 300.121.9(d) (3) (i)]</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Read aloud daily to your child, pointing out which selections are fiction or nonfiction.</li> <li>• Provide a literature-rich environment by borrowing library books.</li> </ul> <p><b>Strategic</b></p> <ul style="list-style-type: none"> <li>• MLPP: Developmentally Appropriate Practice Section</li> <li>• “<i>Reading With Meaning</i>” - Miller</li> <li>• “<i>Mosaic of Thought</i>” - Keene and Zimmermann</li> </ul>

GRADE 2: LITERACY	
<b>2.3A OBJECTIVE: TLW read informational text to construct meaning, using strategies to identify elements of the genre, focusing on themes and the author’s purpose.</b>	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>R.WS.02.13 R.IT.02.01 R.IT.02.02 R.IT.02.03 R.IT.02.04 R.CM.02.01 R.CM.02.01 R.MT.02.10 R.MT.02.11 R.MT.02.12 R.MT.02.13 R.MT.02.14 R.MT.02.15</p>	<p><b>The purpose</b> of this objective is to ensure that students are able to think and use informational text differently depending on the types of text and their purpose for reading.</p> <p><b>Informational texts</b> describe, inform, direct or instruct, explain, persuade, report or recount.</p> <p><b>Types of Informational texts:</b> Informational Books, Recipes, Biographies, Directions, Informational Articles, News Articles</p> <p><b>Informational texts:</b></p> <ul style="list-style-type: none"> <li>•include real world topics which children find interesting and accessible</li> <li>•feature real places, things and events</li> <li>•are often easier to relate to and understand than fantasy topics</li> <li>•allow children to draw on their prior knowledge and experience to gain meaning</li> <li>•build a foundation for reading in the content area</li> </ul> <p><b>Previewing text</b> features is essential because it enables the reader to locate information in the text. Previewing is a way of introducing the text and includes:</p> <ul style="list-style-type: none"> <li>•Activating background knowledge about the topic</li> <li>•Predicting and setting a purpose</li> <li>•Learning and using words that may be in the text</li> </ul> <p>Previewing make reading much easier because the reader is able to anticipate vocabulary and meaning.</p> <p><b>Before reading</b>, effective readers quickly perform certain interrelated tasks. They:</p> <ul style="list-style-type: none"> <li>•Preview or survey the selection for title and author</li> <li>•Set a purpose for reading</li> <li>•Activate their background or personal knowledge of the topic</li> <li>•Anticipate or predict the information to be read in the selection surveying chapter headings in the table of contents</li> <li>•Anticipate specific vocabulary related to the topic</li> </ul> <p><b>During Read Alouds and Shared Reading</b>, demonstrate and model how the process of previewing/surveying varies according to the type of text.</p> <p><b>Recommended steps</b> in previewing/surveying:</p> <ul style="list-style-type: none"> <li>•Read the title</li> <li>•Identify the author</li> <li>•Red the back of the book for information</li> <li>•Examine the table of contents and/or chapter headings</li> <li>•Examine any accompanying visual aids such as maps, charts, graphs, illustrations and photographs</li> <li>•Examine any words in italics and boldface print</li> </ul> <p><b>Students apply</b> previewing/surveying strategies during Guided Reading (which can be posted for reference) by seeking answers to questions such as:</p> <ul style="list-style-type: none"> <li>•What does this text seem to be about?</li> <li>•What do I already know about this author/story/subject?</li> <li>•What kind of text is this?</li> <li>•What do the highlighted words/phrases tell me?</li> <li>•What clues do the visual aids give me about the text?</li> </ul>

GRADE 2: LITERACY		
2.3A OBJECTIVE: TLW read informational text to construct meaning, using strategies to identify elements of the genre, focusing on themes and the author’s purpose.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>Introducing the book 1-1 Theme 1 xxxiv 1-2 Theme 4 xxxiv</p> <p><b>Books for All Learners</b> Trophies Reaching All Learners Below Level, On-Level, Challenge Books for all selections</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Fast ForWard</li> <li>• Earobics</li> <li>• Imagination Station</li> <li>• SIPPS (Systemic Instruction in Phoneme Awareness, Phonics, and Sight Words)</li> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> <li>• Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MEAP Part 1:</b> Writing from Knowledge and Experience Rubric</li> <li>• <b>MEAP Part 2B:</b> Response to the Reading Selections Rubric</li> <li>• DIBELS</li> <li>• MLPP: Retelling Pgs. 7.7-7.13</li> <li>• DRA</li> <li>• TBA: ELA grade level appropriate instructional activity</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to preview text formats to identify headings, in addition to title, author, chapters and table of contents. Students will notice how headings are used to provide a lead to the information provided in the next paragraph.</p>	<p><b>English Language Learners</b> Creating graphic organizers will identify common organizational structures for the students. This will facilitate comprehension.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities <b>must review the student’s Individual Education Plan (IEP) and teacher records.</b> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)].</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Preview the following text formats with your child when you read books: title, author, chapter headings, harts, graphs, illustrations.</li> <li>• Discuss how they may help to understand the book.</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP: Participants Handbook – Expository section</li> <li>• LETRS: Book 2 – Module 6</li> <li>• “<i>Reading with Meaning</i>” - Miller</li> <li>• “<i>Mosaic of Thought</i>” - Keene and Zimmermann</li> </ul>

GRADE 2: LITERACY	
2.3B OBJECTIVE: TLW read informational text to construct meaning, using strategies to identify elements of the genre, focusing on themes and the author’s purpose.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>R.NT.02.01 R.NT.02.04 R.NT.02.05</p> <p>R.IT.02.01</p> <p>R.CM.02.04 R.CM.02.05</p> <p>R.MT.02.06 R.MT.02.09 R.MT.02.10 R.MT.02.15</p>	<p><b>The purpose of this objective</b> is to ensure that students know and are able to explain the differences between narrative and informational text. Students will be able to:</p> <ul style="list-style-type: none"> <li>•Retell or summarize major ideas in a sequential manner to comprehend text.</li> <li>•Describe major ideas or vents.</li> <li>•Make connections between new and known information about a subject.</li> <li>•Pose questions during reading and later clarify understanding of text through discussions.</li> <li>•Cite key words from fiction/nonfiction text to support and clarify major ideas or themes from the text.</li> </ul> <p><b>Narrative informs, entertains,</b> engenders emotion, involves the reader’s reflection and extends the reader’s imagination. Fiction includes:</p> <ul style="list-style-type: none"> <li>•Stories, personal narratives, plays, poetry and songs</li> <li>•Fairy tales and folk tales</li> <li>•Fantasy (a make believe story with fanciful or supernatural elements)</li> <li>•Fables (Usually a story with talking animals that ends with a moral)</li> </ul> <p><b>Informational informs, instructs,</b> explains, persuades or recounts. Informational includes biography, directions, recipes, surveys, advertisements, commercials, newspapers, magazines or research reports.</p> <p><b>Activate prior knowledge</b> about a text topic by posing questions, visualizing an experience, using graphic organizers or charts. This allows students to make connections between known and new information.</p> <p><b>During Shared Reading,</b> model and use Think Aloud strategies by rereading to clarify ideas and to support answers to questions posed.</p> <p><b>Students must become adept</b> at explaining the relationships among the main ideas and their supporting details in order to read informational materials effectively. Students apply these strategies during guided reading and guided discussions.</p> <p><b>Directly teach, model and demonstrate</b> marking text to monitor comprehension. This strategy helps readers support answers and conclusions by citing key words as evidence (e.g., post-it notes, highlighters).</p> <p><b>After Reading</b> strategies enable students to reread and answer questions posed during reading.</p> <ul style="list-style-type: none"> <li>•Creative Debate</li> <li>•Graphic Organizers, flow charts, labeled drawings, Venn diagrams</li> <li>•Write in sequential order the major ideas/events from the text.</li> <li>•Reread to clarify ideas. Show how details support the main idea through key words, sequences and illustrations.</li> </ul>

GRADE 2: LITERACY		
2.3B OBJECTIVE: TLW read informational text to construct meaning, using strategies to identify elements of the genre, focusing on themes and the author’s purpose.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>“The Mixed-Up Chameleon” T14-53</p> <p>“Helping Out” T172-193</p> <p>“The Secret Life of Trees” T338-365</p> <p>“The Emperor’s Egg” T122-149</p> <p>“Chinatown” T250-277</p> <p>“Dinosaurs Travel” T336-63</p> <p><b>Social Studies/Science Connections</b> <i>Follow the Drinking Gourd</i> by Jeanette Winter</p> <p><i>Freedom School, Yes</i> by Amy Littlesugar</p> <p><i>Just Plain Fancy</i> by Patricia Polacco</p> <p><i>Kahn’s Daughter</i> by Lawrence Yep</p> <p><i>Mama, Do You Love Me?</i> by Barbara Joosse</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MEAP Part 1:</b> Writing from Knowledge and Experience Rubric</li> <li>• <b>MEAP Part 2B:</b> Response to the Reading Selections Rubric</li> <li>• DRA</li> <li>• TBA Grade Level Appropriate Instructional</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running records, Miscue Analysis</li> <li>• Performance Tasks</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Reading Assessment Rubric</li> </ul> <p>For Students on the Advanced Level Provide opportunities for students to clarify ideas and understandings of both fiction and nonfiction text, through rereading and discussion.</p>	<p><b>English Language Learners</b> Enactments such as dramatizations, simulations and role plays give ELL students opportunities to deepen, extend, and demonstrate their understanding of text.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities <b>must review the student’s Individual Education Plan (IEP), Evaluation Report (ER), and teacher records.</b> Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)]</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b> Read fables like the “Lion and the Mouse” or stories about real animals. Have your child tell whether they are real or not and why.</p> <p><b>Community Connections</b> Visit the Museum. Identify and discuss the various exhibits. Tell whether they are real or not and why.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP: Participant Handbook – Comprehension section and Expository section</li> <li>• LETRS: Book 2 – Module 6 - Comprehension</li> <li>• “<i>Reading with Meaning</i>” - Miller</li> <li>• “<i>Mosaic of Thought</i>” - Keene &amp; Zimmermann</li> </ul>

GRADE 2: LITERACY	
2.3C OBJECTIVE: TLW read informational text to construct meaning, using strategies to identify elements of the genre, focusing on themes and the author’s purpose.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>R.IT.02.03 R.IT.02.04 R.CM.02.04 R.CM.02.05 R.MT.02.01 R.MT.02.02 R.MT.02.03 R.MT.02.04 R.MT.02.05 R.MT.02.06 R.MT.02.07 R.MT.02.08 R.MT.02.09 R.MT.02.10 R.MT.02.11 R.MT.02.12 R.MT.02.13 R.MT.02.14 R.MT.02.15</p>	<p><b>The purpose</b> of this objective is to ensure students can detect the relationships among the main ideas and their supporting details in order to read informational materials effectively.</p> <p><b>Informational Texts</b></p> <ul style="list-style-type: none"> <li>•include real world topics which children find interesting and accessible</li> <li>•feature real places, things and events</li> <li>•are often easier to relate to and understand than fantasy topics</li> <li>•allow children to draw on their prior knowledge and experience to make meaning</li> <li>•build a foundation for reading in the content area</li> </ul> <p><b>A fact is</b> something you know to be true, something you have read or seen with your own eyes. Writers write facts when they:</p> <ul style="list-style-type: none"> <li>•observe – take notes</li> <li>•read what other writers wrote</li> <li>•interview and take notes</li> </ul> <p><b>An opinion is</b> something you think or feel.</p> <p><b>During reading strategies help</b> students monitor their understanding as they read.</p> <p><b>Teach, model and demonstrate</b> how to make inferences, draw conclusions and determine the difference between fact and opinion during Shared Reading. Observe students applying these skills as they revisit and discuss their Guided Reading text as well as Shared Reading and Read Alouds.</p> <p>Use Graphic Organizers to help students identify and describe: essential information, fact and opinion within text an organizational structures of text. Some effective graphic organizers are:</p> <ul style="list-style-type: none"> <li>•webbing</li> <li>•story maps</li> <li>•ideals/details chart</li> <li>•T-chart</li> </ul> <p><b>Use Cooperative-Learning</b> strategies to provide opportunities for students to discuss the content of the text.</p> <ul style="list-style-type: none"> <li>•Turn to your neighbor</li> <li>•Think-Pair-Share</li> <li>•Think-Write-Pair-Share</li> </ul> <p><b>After Reading</b> strategies help students to summarize their reading and identify essential information related to organizational structures of text. Some effective summarizing strategies are:</p> <ul style="list-style-type: none"> <li>•Magnet summaries</li> <li>•3-2-1</li> </ul>

GRADE 2: LITERACY		
2.3C OBJECTIVE: TLW read informational text to construct meaning, using strategies to identify elements of the genre, focusing on themes and the author’s purpose.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b>  <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>“The Mixed-Up Chameleon” T14-53</p> <p>“Helping Out” T172-193</p> <p>“From Seed to Plant” T312-337</p> <p>“Dear Mr. Blueberry” T66-95</p> <p>“Chinatown” T250-277</p> <p>“Ruth Law Thrills a Nation” T384-409</p> <p><b>Social Studies/Science Connections</b>  <i>Papa Papa</i> by Jean Marzollo</p> <p><i>Over in the Meadow</i> by Olive A. Wadsworth</p> <p><i>Abe Lincoln’s Hat</i> by Martha Brenner</p> <p><i>Amazing Books (Insect, Mammal, Reptile)</i> by Samuel G. Woods</p> <p><i>Bread Bread Bread</i> by Ann Morris</p> <p><i>My Name Is...</i> by Alice Lyne</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>•Read Naturally</li> <li>•Harcourt Intervention Kit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MEAP Part 1:</b> Writing from Knowledge and Experience Rubric</li> <li>• <b>MEAP Part 2B:</b> Response to the Reading Selections Rubric</li> <li>• DRA</li> <li>• TBA: Grade Level Appropriate Instructional</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> </ul> <p>For Students on the Advanced Level            Provide opportunities for students to read and understand the essential content of informational texts and demonstrate comprehension through written responses.</p>	<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>•Linguistic modifications such as simplified speech and controlled vocabulary that are necessary for comprehensible input should be used to make content meaningful for ELL students.</li> <li>•Use a word web to organize key terms in a text.</li> <li>•Use a T-chart to help students sort fact and opinion, essential and non-essential information.</li> </ul> <p><b>Students with Disabilities</b>            All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP) and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.            [IDEA 300.121.9(d) (3) (i)]</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b>            Read a simple story about how to plant seeds. Discuss the steps involved. Plant the seeds and watch them grow. Draw pictures of the different stages.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• “<i>Mosaic of Thought</i>” - Keene &amp; Zimmermann</li> <li>• “<i>Reading with Meaning</i>” - Miller</li> </ul>

GRADE 2: LITERACY	
2.3D OBJECTIVE: TLW read informational text to construct meaning, using strategies to identify elements of the genre, focusing on themes and the author’s purpose.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>By the end of grade 2 students will be able to:</p> <p>■ <b>Read</b> and comprehend both nonfiction and fiction</p> <p>R.CM.02.01 R.CM.02.02 R.CM.02.03 R.CM.02.04 R.CM.02.05 R.MT.02.01 R.MT.02.02 R.MT.02.03 R.MT.02.04 R.MT.02.05 R.MT.02.06 R.MT.02.07 R.MT.02.08 R.MT.02.09 R.MT.02.010 R.MT.02.011 R.MT.02.012 R.MT.02.013 R.MT.02.014 R.MT.02.015</p>	<p><b>The purpose</b> of this objective is to ensure students will demonstrate comprehension of narrative and informational text through a variety of activities.</p> <p><b>Teachers read aloud</b> from a variety of genres that reflect multicultural perspectives.</p> <p><b>During Interactive Read Alouds and Shared Reading</b> teacher reads both fiction and informational texts. Students read fiction and informational books daily during independent reading time. Encourage students to reread, discuss and respond to books.</p> <p><b>Some effective ways</b> that students can demonstrate comprehension are:</p> <ul style="list-style-type: none"> <li>●Book talks                      ●Readers Theater</li> <li>●Response journals            ●Learning logs</li> <li>●Guided discussions          ●Art projects</li> <li>●Buddy reading                ●Illustrated report</li> </ul> <p><b>Fiction Text</b> characteristics are:</p> <ul style="list-style-type: none"> <li>● predictable story structure</li> <li>● setting</li> <li>● character development</li> <li>● plot</li> <li>● events</li> </ul> <p><b>Nonfiction texts</b> allow student to draw on their prior knowledge and experiences to construct meaning. Using informational texts allows students to broaden their world experience and increase their conceptual knowledge and vocabulary.</p> <p><b>Nonfiction</b> characteristics are:</p> <ul style="list-style-type: none"> <li>● photographs/illustrations, diagrams, maps, charts</li> <li>● captions, labels</li> <li>● real people, places, things, and events</li> <li>● text features (table of contents, glossaries, headings)</li> </ul> <p><b>Use Twin Texts</b>, a fiction and an informational book on the same topic. For example:</p> <ul style="list-style-type: none"> <li>● Stellanuna (Cannon) and Bats (Bland)</li> <li>● Red Leaf, Yellow Leaf (Ehlert) and Why Do Leaves Change Color? (Maestro)</li> <li>● The Butter Battle Book (D. Seuss) and Always to Remember: The Story of the Vietnam Veterans Memorial (B&amp;J Ashabranner)</li> </ul> <p><b>Students demonstrate comprehension</b> by discussing and comparing the similarities and differences between the texts.</p> <p><b>Interactive class strategies</b> that support comprehension of fiction and nonfiction texts are:</p> <ul style="list-style-type: none"> <li>●Venn diagram                ● K-W-L Plus</li> <li>●Webbing                      ●Feature Analysis Chart</li> </ul>

GRADE 2: LITERACY		
2.3D OBJECTIVE: TLW read informational text to construct meaning, using strategies to identify elements of the genre, focusing on themes and the author’s purpose.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>“Wilson Sat Alone” T124-149</p> <p>“Helping Out” T172-193</p> <p>“The Secret Life of Trees” T338-365</p> <p>“The Day Jimmy’s Boa Ate the Wash” T14-39</p> <p>“The Pine Park Mystery” T152-175</p> <p>“Beginner’s World Atlas” T306-335</p> <p><b>Social Studies/Science Connections</b> <i>Abe Lincoln’s Hat</i> by Martha Brenner</p> <p><i>The Chinook People</i> by Pamela Ross</p> <p><i>America is Her Name</i> by Luis J. Rodriguez</p> <p><i>The Boy of the Three Year Nap</i> by Dianne Snyder</p> <p><i>Mamma Provi and the Pot of Rice</i> by Sylvia A. Rosa-Casanova</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• SOCIAL STUDIES/SCIENCE</li> <li>• DRA</li> <li>• TBA grade level appropriate instructional</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Student Writing that includes Responses to Literature</li> </ul> <p>For Students on the Advanced Level Provide opportunities for students to read a variety of fiction and nonfictions and to demonstrate comprehension through the arts and writing.</p>	<p><b>English Language Learners</b> ELL students will benefit most from both oral and written response to nonfiction and fiction.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the students Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)]</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Read aloud daily to your child, pointing out which selections are fiction or nonfiction.</li> <li>• Provide a literature-rich environment by borrowing library books.</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP: Developmentally Appropriate Practice Section</li> <li>• “Reading With Meaning” - Miller</li> <li>• “Mosaic of Thought” – Keene and Zimmermann</li> </ul>

GRADE 2: LITERACY	
<b>2.4A OBJECTIVE: TLW read orally with fluency and expression from a leveled set of books, using selected reading strategies to construct meaning.</b>	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>R.WS.02.05 R.WS.02.06 R.WS.02.07 R.WS.02.08 R.WS.02.09 R.WS.02.10 R.WS.02.11 R.WS.02.12 R.WS.02.13</p> <p>R.MT.02.03 R.MT.02.07 R.MT.02.14</p>	<p><b>The purpose of this objective</b> is to ensure that students extend their reading and writing vocabularies to the greatest extent possible.</p> <p><b>Teachers must:</b></p> <ul style="list-style-type: none"> <li>●provide opportunities for extensive reading</li> <li>●teach words in related clusters</li> <li>●provide multiple opportunities for active student involvement with new words</li> </ul> <p><b>High-frequency words</b> are the words that occur most often in oral language, reading and writing. <i>Synonyms</i> are words that have similar meanings. <i>Antonyms</i> are words that have opposite meanings.</p> <p><b>During Shared Reading and sometimes Read Alouds</b> model what to do when a reader encounters an unfamiliar word:</p> <ul style="list-style-type: none"> <li>●model using a known word pattern to identify a new word and its meaning</li> <li>●model how to use word parts to determine word meanings</li> <li>●model how to use context clues to identify words and their meaning</li> <li>●model how to use word relationships to expand vocabulary and extend meaning.</li> </ul> <p><b>During Guided Reading</b> observe students as they practice and apply strategies to determine the meaning of unknown words.</p> <p><b>During Shared Reading and Shared Writing</b> use direct and explicit instruction of context clues to determine the meanings of unfamiliar words. Explain how writers provide clues to the meanings of words through linked synonyms and the comparison of antonyms or a phrase with the opposite meaning. Demonstrate the use of a dictionary to locate unknown words as they are encountered in books.</p> <p><b>Provide daily discussions with whole and small groups and provide opportunities</b> for word building – teaching experiences designed to help students acquire reading and writing vocabularies which include high frequency words, synonyms and antonyms.</p> <p><b>Empower children</b> to acquire vocabulary through activities such as:  <b>Word Walls</b> – a place where high frequency words are listed alphabetically by first letter. They are developed and used through the year as students encounter new words in reading and writing. Word walls are a valuable resource and teaching tool. Develop charts of helpful words and a chart of synonyms (e.g., other ways to say “nice,” “like” and so on).  <b>Making Words</b> – a word study activity in which students manipulate and arrange letters to make words. Students learn to look for patterns in words.  <b>Word Sorting</b> – a word study activity in which students compare and sort words according to specific features (e.g., patterns, sound, meaning categories).  <b>Word Splash</b> – a compilation of words around a written topic where the students have to determine how each word relates to the topic.</p> <p><b>Use Graphic Organizers</b> to depict word relationships.</p>

GRADE 2: LITERACY		
2.4A OBJECTIVE: TLW read orally with fluency and expression from a leveled set of books, using selected reading strategies to construct meaning.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Edition</i></p> <p>“Henry and Mudge Under the Yellow Moon” T82-100</p> <p>“The Enormous Turnip” T152-171</p> <p>“Johnny Appleseed” T284-311</p> <p>“How I Spent My Summer Vacation” T40-65</p> <p>“Good-bye Curtis” T176-199</p> <p>“Abuela” T280-305</p> <p><b>Social Studies/Science Connections</b> <i>Busy Toes</i> by C.W. Bowie</p> <p><i>Caribbean Dream</i> by Rachel Isadora</p> <p><i>A Chair for My Mother</i> by Vera B. Williams</p> <p><i>Cherries and Cherry Pits</i> by Vera B. Williams</p> <p><i>Chicken Sunday</i> by Patricia Polacco</p> <p><i>Come On, Rain</i> by Karen Hess</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Read Naturally</li> <li>• Harcourt Intervention Kit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MEAP Part 1:</b> Writing from Knowledge and Experience Rubric</li> <li>• <b>MEAP Part 2B:</b> Response to the Reading Selections Rubric</li> <li>• DIBELS</li> <li>• DRA</li> <li>• TBA: ELA grade level appropriate Instructional</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> </ul> <p>For Students on the Advanced Level Provide opportunities for students to examine and evaluate texts for an assigned purpose.</p>	<p><b>English Language Learners</b> ELL’s will benefit from charts listing categories of words. In addition, interactive read alouds have been found to be highly effective in supporting comprehension and vocabulary development in ELL students. By hearing literature read, ELL students are supported in refining their reading and speaking skills.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP) and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)]</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b> Write a note to your child using High Frequency Words. Put the note in his lunch bag or school bag.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP: Participant Handbook – Fluent Reader Section</li> <li>• LETRS: Book 2 – Modules 4-6</li> <li>• “<i>The Fluent Reader</i>” - Rasinski</li> <li>• “<i>Guided Reading</i>” - Fountas &amp; Pinnell</li> </ul>

GRADE 2: LITERACY	
2.4B OBJECTIVE: TLW read orally with fluency and expression from a leveled set of books, using selected reading strategies to construct meaning.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>By the end of grade 2 students will be able to:</p> <p>■ Use new vocabulary and grammatical constructions in different context.</p> <p>R.WS.02.11 R.WS.02.12 R.WS.02.13</p> <p>R.MT.02.11 R.MT.02.12</p>	<p><b>The purpose of this objective</b> is to ensure that students have a way to develop and apply new vocabulary in all subject areas using information from sentence structure and grammar. Students will use context to determine the meanings of unfamiliar words and understand the relationships among words.</p> <p><b>Directly teach, model and demonstrate</b> the use of new vocabulary and grammatical construction across subject areas.</p> <p><b>Research has shown</b> that students need to encounter a word several times before it is known well enough to support comprehension.</p> <p><b>Directly teach and model</b> the use of new vocabulary during daily Read Alouds, Shared Reading and follow-up discussions.</p> <p><b>Some effective strategies are:</b></p> <ul style="list-style-type: none"> <li>• Highlight new vocabulary with post-it-notes, highlighter tape or word frames.</li> <li>• Model and Think Aloud as you use context and structure clues to make meaning of the text.</li> <li>• Use a word sort or cloze activity to sort new vocabulary words found in the various content areas.</li> <li>• Use new vocabulary to write longer and more complex sentences independently.</li> </ul> <p><b>Students practice</b> using newly acquired vocabulary in correct grammatical form in daily independent Writing and Guided Discussions.</p> <ul style="list-style-type: none"> <li>• Direct Statements (e.g., learning logs, journals)</li> <li>• Questions (e.g., What other questions do I have?)</li> <li>• Exclamations (e.g., Create a Wow Chart)</li> <li>• Commands or directions (e.g., recipe, how to...)</li> </ul> <p><b>Discuss the meaning</b> and purpose of vocabulary in subject areas.</p> <ul style="list-style-type: none"> <li>• Develop Word Walls and Charts to build vocabulary in the content areas.</li> <li>• Math: Use function words like sum, less than and more.</li> <li>• Science: Use a concept Map highlighting key words that build meaning.</li> <li>• Social Studies: Have students create posers that illustrate key ideas and use specialized vocabulary about a particular event or place.</li> <li>• Word Splash: Highlight new vocabulary for the selection.</li> </ul>

GRADE 2: LITERACY		
2.4B OBJECTIVE: TLW read orally with fluency and expression from a leveled set of books, using selected reading strategies to construct meaning.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>“Get Up and Go” T54-81</p> <p>“Hedgehog Bakes a Cake” T226-253</p> <p>“The Secret Life of Trees” T338-365</p> <p>“The Emperor’s Egg” T122-149</p> <p>“Max Found Two Sticks” T200-227</p> <p>“Beginner’s World Atlas” T306-335</p> <p><b>Social Studies/Science Connections</b> <i>On the Day I was Born</i> by Deborah Newton Chocolate</p> <p><i>The Girl Who Loved Wild Horses</i> by Paul Goble</p> <p><i>The Fisher</i> by Laurence Yep</p> <p><i>The Talking Egg</i> by Robert D. San Sauci</p> <p><i>Civil War Ghosts</i> by Daniel Cohen</p> <p><i>A Drop of Water</i> by Walter Wick</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Read Naturally</li> <li>• Harcourt Intervention Kit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MEAP Part 1:</b> Writing from Knowledge and Experience Rubric</li> <li>• <b>MEAP Part 2B:</b> Response to the Reading Selections Rubric</li> <li>• DIBELS</li> <li>• DRA</li> <li>• TBA: ELA grade level appropriate instructional</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> </ul> <p>For Students on the Advanced Level Provide opportunities for students to understand the meaning of and use new vocabulary learned in various subject areas.</p>	<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• ELL students should be given the opportunity to discuss and use vocabulary in context by using visual and other aids. Using key vocabulary in a sentence is a strategy that will allow students to review words which they may encounter in various subject areas.</li> <li>• Role playing gives students the opportunity to see words used in context and to demonstrate several different contexts in which words can be used appropriately.</li> </ul> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9(d) (3) (i)]</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b> Make words on the refrigerator from magnetic letters. Have your child read the words.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP Participant Handbook, Fluent Reader Section</li> <li>• LETRS: Book 2 – Modules 4-6</li> <li>• “<i>The Fluent Reader</i>” - Rasinski</li> <li>• “<i>Guided Reading</i>” - Fountas &amp; Pinnell</li> <li>• “<i>Reading with Meaning</i>” - Miller</li> <li>• “<i>Mosaic of Thought</i>” - Keene and Zimmermann</li> </ul>

GRADE 2: LITERACY	
2.4C OBJECTIVE: TLW read orally with fluency and expression from a leveled set of books, using selected reading strategies to construct meaning.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>R.FL.02.01 R.FL.02.02 R.FL.02.03 R.FL.02.04</p>	<p><b>The purpose</b> of this objective is to ensure that readers have many opportunities to read a variety of genres accurately, quickly, with expression and comprehension. Fluency frees students to understand what they read.</p> <p><b>Fluent readers make connections</b> between the ideas in the text and their background knowledge.</p> <p><b>Children gain reading fluency</b> when they:</p> <ul style="list-style-type: none"> <li>• read independently at their independent level on a daily basis</li> <li>• master word recognition to the point of over learning (automatically with the code)</li> <li>• read effortlessly and with expression</li> <li>• develop reading rate, accuracy and comprehension</li> <li>• determine where to place emphasis or pause to make sense of a text</li> <li>• read at a speech-like pace (make it sound like talking)</li> </ul> <p><b>During Read Alouds and Shared Reading</b> model fluency by reading with expression and by breaking text into meaningful phrases. Model how to pay attention to reading and recognize when something doesn't make sense.</p> <p><b>Promote Fluency by providing:</b></p> <ul style="list-style-type: none"> <li>• texts from various genres (e.g., poems with rhyme, text with rhythm like songs)</li> <li>• practice in oral reading with the help of audio tapes and buddy readers</li> <li>• oral rereading of familiar independent level texts</li> <li>• opportunities for choral reading and echo reading</li> <li>• use fix-it strategies to self correct mistakes</li> </ul> <p>Teach, model and Demonstrate comprehension through paraphrasing.</p> <p><b>Students will retell</b> in their own words (paraphrase) material read by:</p> <ul style="list-style-type: none"> <li>• Remembering to tell what is important in a way that makes sense</li> <li>• Trying not to tell too much</li> </ul>

GRADE 2: LITERACY		
2.4C OBJECTIVE: TLW read orally with fluency and expression from a leveled set of books, using selected reading strategies to construct meaning.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b> Trophies Pupil Anthology and Teacher’s Editions</p> <p>“Get Up and Go” T54-81</p> <p>“The Enormous Turnip” T152-171</p> <p>“Pumpkin Fiesta” T394-425</p> <p>“How I Spent My Summer Vacation” T40-65</p> <p>“Max Found Two Sticks” T200-227</p> <p>“The Pine Park Mystery” T52-175</p> <p><b>Social Studies/Science Connections</b> <i>Ming Lo Moves The Mountain</i> by Arnold Lobel</p> <p><i>A Kinta Dress for Kenya</i> By Juwanda Gl. Ford</p> <p><i>Day of the Dragon King</i> By Mary Pope Osborne</p> <p><i>My Fathers Boat</i> By Sherry Garland</p> <p><i>One of Three</i> By Angela Johnson</p> <p><i>The Parperboy</i> By Dav Pilkey</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Read Naturally</li> <li>• Harcourt Intervention Kit</li> </ul>	<ul style="list-style-type: none"> <li>• MEAP Part 1: <b>Writing from Knowledge and Experience Rubric</b></li> <li>• <b>MEAP Part 2B: Response to the Reading Selections Rubric</b></li> <li>• DIBELS</li> <li>• DRA</li> <li>• TBA : Grade Level Appropriate Instructional</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to read a variety of genres and to demonstrate comprehension through paraphrasing, answering and forming questions.</p>	<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• For ELL students, readings should contain a limited number of new words. It is also important to introduce the vocabulary before reading the text.</li> <li>• Read aloud the selection or have the students listen to it on audiotape. Then have students read aloud selected passages as a group to develop oral fluency.</li> </ul> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP) and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.12.9(d) (3) (i)]</p> <p>Academically Talented: William &amp; Mary Curriculum</p> <p><b>Home Connections</b> When you’re reading a story aloud to your child, have him read or repeat the dialogue, using lots of expression.</p> <p><b>Strategic, Resources</b></p> <ul style="list-style-type: none"> <li>• LETRS: Book 2 - Module 5 - Fluency Module - 6 - Comprehension</li> <li>• “<i>Guided Reading</i>” – Fountas and Pinnell</li> <li>• “<i>Reading With Meaning</i>” - Miller</li> <li>• “<i>Mosaic of Though</i>” – Keene and Zimmerman</li> </ul>

**GRADE 2: LITERACY**

**2.5A OBJECTIVE: TLW write a paragraph, incorporating a main idea with three supporting detail sentences.**

**Performance Content Descriptors**

(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:**

COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

*By the end of grade 2 students will be able to:*

■ Produce work in one form of genre (e.g., biographies, poems, tales, mysteries, fables) and use identified conventions of the genre.

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**It is essential to create** a literature-rich environment that accurately reflects students’ cultural heritage and the contributions of various ethnic, racial and cultural groups. Research suggests student self-esteem is strengthened when students see and read about the contributions made by their own cultural group to the history and culture of the United States.

**Read a variety of genre** during read alouds, shared reading, guided reading and independent ready. This includes fiction and nonfiction

- **fables** – stories that teach a lesson using animals that talk
- 
- **fantasy** – a make believe story containing fanciful or supernatural elements
- 
- **fairy tales** – usually begin with “Once upon a time...”, have an element of magic and frequently involve the number three (3 Little Pigs, 3 wishes)
- **folktales** – have no single author as they were commonly passed along by word of mouth. they are the creation of an entire culture and therefore belong to everyone
- 
- **realistic fiction** – stories that could really happen
- 
- **plays** – stories that can be performed for an audience, include dialogue, directions, and the action is divided into scenes
- 
- **nonfiction** – tells facts about real people, places, animals and things. They include biographies, informational texts, articles, advertisements

**When introducing a new genre**, teach the conventions of that genre. Create and display a genre chart, adding each genre and its conventions as it is introduced.

**Before Shared Reading and Read Alouds**, identify the type of text used and the characteristics of that text. For example, when introducing a realistic fiction piece, remind students that this genre uses fictional characters in a situation that could occur in real life. Teach students that realistic fiction follows the same story elements of other fictional texts (e.g., characters, setting, plot and theme).

**Before guided reading**, review and identify the conventions of the genre to be read during the book introduction.

**During reading conferences**, writing conferences and guided reading, have students identify the conventions of the genre to assess their understanding.

**During Writers Workshop**, student produces a piece of writing that reflects a particular genre by writing in the style of that genre (e.g., biography, poem, fantasy). Students will use a checklist a genre conventions to monitor and support their writing.

GRADE 2: LITERACY		
<b>2.5A OBJECTIVE: TLW write a paragraph, incorporating a main idea with three supporting detail sentences.</b>		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b>  <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>“The Mixed-Up Chameleon” T14-53</p> <p>“Helping Out” T172-193</p> <p>“The Secret Life of Trees” T338-365</p> <p>“Cool Ali” T96-121</p> <p>“The Pine Park Mystery” T152-175</p> <p>“Ruth Law Thrills a Nation” T384-409</p> <p><b>Social Studies/Science Connection</b>  <i>Why Mosquitos Buzz in People’s Ears</i> by Verna Aardema</p> <p><i>Nathaniel Talking</i> by Eloise Greenfield</p> <p><i>Honey I Love</i> by Eloise Greenfield</p> <p><i>My First Book of Proverbs</i> by Anna Ruiz and Rafka Gonzalez</p> <p><i>Teammates</i> by Peter Golenbock</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Fast ForWord</li> <li>• Earobics</li> <li>• Imagination Station</li> <li>• SIPPS (Systemic Instruction in Phoneme Awareness, Phonics, and Sight Words)</li> <li>• Small Group Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MEAP Part 1:</b> Writing from Knowledge and Experience Rubric</li> <li>• <b>MEAP Part 2B:</b> Response to the Reading Selections Rubric</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Running Records, Miscue Analysis</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Reading Assessment Rubric</li> </ul> <p><b>For Students on the Advanced Level</b>  <i>Provide opportunities for students to produce work in one form of literary genre and to use identified conventions of the genre. Students will share their work to small or whole group.</i></p>	<p><b>English Language Learners</b>                      ELL students will produce work in a genre that reflects their cultural heritage.</p> <p><b>Students with Disabilities</b>                      All teachers working with identified students with disabilities must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.                      [IDEA 300.11.9(d) (3) (i)]                      For more details on accommodations and/or modifications see Resources/References.</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• View a documentary about a famous person. Evaluate the content to determine the author’s purpose.</li> <li>• Read fairy tales and fables with your child. Discuss.</li> </ul> <p><b>Community Connections</b>                      Take your child to see a play at the public library, a high school, a college or the theater.</p>