

TRG ELA Pacing Guide Grade: 2

Trimester 1

Each month should be taught using 50/50 Literature and Informational Text to teach concepts.

September	October	November	
SL.2.1a; SL.2.1b; SL.2.1c; SL.2.3; RF.1.1; RF.1.2; RF.1.3; RF.1.4; L.1.4; L.1.5; RL.1.10; RI.1.10; RL.1.5; RL.1.6	RF.2.3a; RF.2.3b; RF.2.3c; RL.2.1; RL.2.2; RI.2.1; RI.2.2; RI.2.4; W.2.3; W.2.5;	RF.2.3d; L.2.2d; L.2.4b; L.2.4c; RL.2.3; RL.2.6; RI.2.3; RI.2.5; RI.2.7; W.2.3; W.2.5;	

Individual School Improvement Standards

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Individual Classroom Intervention Standards

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Trimester 2

December	January	February	
RF.2.3e; RF.2.3f; L.2.1a; L.2.1b; L.2.1c; L.2.4d; RL.2.5; RL.2.7; RI.2.3; RI.2.5; RI.2.7; W.2.1; W.2.6	RF.2.4a; RF.2.4b; RF.2.4c; L.2.1d; L.2.1e; L.2.1f; RL.2.9; RI.2.8; RI.2.9; W.2.2; W.2.8; SL.2.2	L.2.2a; L.2.2b; L.2.2c; L.2.2e; L.2.4a; L.2.4e; RL.2.9; RL.2.2; RL.2.5; RI.2.9; RI.2.10; RI.2.2; RI.2.5; W.2.2; W.2.7	

Individual School Improvement Standards

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Individual Classroom Intervention Standards

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Trimester 3

March	April	May	June
L.2.1d; L.2.1e; L.2.5a; L.2.5b; W.2.1; W.2.8; RL.2.2; RL.2.3; RL.2.6; RL.2.7; RI.2.3; RI.2.7; RI.2.6	L.2.3a; SL.2.6; SL.2.4; W.2.3; W.2.8; SL.2.5; RL.2.10; RL.2.4; RL.2.1; RL.2.4; RI.2.5; RI.2.6; RI.2.8	W.2.2; W.2.7; SL.2.2; SL.2.3; RL.2.9; RL.2.7; RI.2.1; RI.2.7; L.2.4; L.2.5; L.2.6	RL.2.9; RL.2.2; RL.2.5; RL.2.10; RI.2.9; RI.2.8; RI.2.5; RI.2.10; W.2.3; W.2.5; L.2.1; L.2.2;
Individual School Improvement Standards			
Individual Classroom Intervention Standards			

GRADE: 2	SUBJECT: ELA	STRAND: Reading: Literature	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.RL.1</p>	<p>Description: ASK AND ANSWER SUCH QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY, AND HOW TO DEMONSTRATE UNDERSTANDING OF KEY DETAILS IN A TEXT.</p>		
	<p>Students are required to use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details.</p>		
	<p>Students are required to retell stories and determine the central message using literature from diverse cultures, including folktales and fables. Students begin to understand that characters are people who are involved in a story. Character development is discussed in terms of the characters' reaction to what is taking place in the story.</p>		
	<p>Use questions and prompts such as:</p> <p>Who are the characters in the story? What are the most important events that happened in the story? How do you know? What lesson is this story teaching you? How did the characters solve the problem in this story?</p>		
<p>ACT/Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>			
<p>Board Objective: I CAN ask and answer questions to show that I understand the key details in a text.</p>			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Signal Cards. Students have two signal cards. One says Agree and one says Disagree. The teacher reads a question, and the students have to raise the card to signal if the question is about the text. If the question is about details in the story, they raise the Agree card. If not, they raise the Disagree card.</p>	<p>Kids Question Quiz. Ask students to generate generic questions about who, what, where, when, why, and how that small groups and individuals can answer. Model what kinds of answers are acceptable with read alouds. Copy questions on note cards and place the questions in a station for students to use.</p> <p>Question the Author. Ask students to generate questions that they could ask relating to the author. Students may ask questions such as: What is the author's message? Does the author explain this clearly? How does this connect to what the author said earlier? Have students of varying abilities work together to determine answers to questions.</p> <p>Reading Guides. The teacher determines the major ideas from a book and then writes questions or statements designed to guide readers through the major ideas and supporting details of the text. Guides may be phrased as statements or as questions. Initially, teachers and students work together to respond to statements or questions on the reading guides during the reading process. Teachers should monitor and support students as they work. As students gain proficiency at completing reading guides, they may design their own guides and provide support for one another. Click</p>	<p>Link to multiple graphic organizers http://www.educationoasis.com/curriculum/graphic_organizers.htm http://www.literacyleader.com www.busyteacherscafe.com café Strategies: Thedailycafe.com teacherprintables.net</p>	

<p>Grouping: whole or small group</p>	<p>here for more information.</p>	<p>Literacy By Design Leveled Books</p>
<p>Question Cubes I. Students are given question cubes with the words: who, what, where, when, why and how on the sides of the cube. Students roll the cube. Whatever question word they land on, they must write a sentence using that word about the text. The teacher can inform the students as to how many times they roll the cube. Grouping: small group or individual</p>	<p>Book Commercial. Using the book commercial form created by Hoyt (1999), students create an advertisement for a narrative book they have read. An example from the book is: “Are you tired of being hungry? Wondering where your next meal will come from and which day of the week you might find it? At 8:00 P.M. every Monday on Channel 8 you can join The Very Hungry Caterpillar for your most challenging food solutions!” (Hoyt, 1999)</p> <p>Café Strategies: Use prior knowledge to connect with text Make and adjust predictions; use text to confirm Infer and support with evidence Ask questions throughout the reading process</p> <p><u>Marzano’s Strategies for use in Reading: Literature include, but are not limited to:</u> Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p>	<p>Multiple Graphic Organizers: http://www.teachervision.fen.com/graphic-organizers/printable/6293.html</p>
<p>Question Cubes II. When partnering one student rolls the cube, and asks a question using the word the cube displays. The other student answers the questions. (This can be done orally or by both students writing down their responses.) Grouping: partner</p>	<p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.</p>	
<p>Hand Graphic Organizer. The teacher can use a large hand</p>	<p>Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications:</p>	

<p>graphic organizer to model retelling the story orally or to create a written summary. Grouping: whole or small group</p> <p>Give Me Five. Students will trace their hands and write five questions related to the text. Another option: Students could then swap hands and answer each other's questions. Grouping : partner or individual</p> <p>Thick and Thin. After students read a story, the teacher models, asking "thick and thin questions" for students to answer. Thin questions are surface level/recall or literal questions and thick questions require deeper thinking, inferring and synthesizing skills. The teacher uses a think aloud to model the strategies for developing questions. Grouping: whole group or small group</p>	<p>-Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Nonlinguistic Representations According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications: -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.</p> <p>Habits of Mind to be implemented during Reading: Literature include, but are not limited to: Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your</p>	
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	<p>goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
Questions, Key Details, Text, Who, What, When, Where, Why	WHAT KEY WORDS CAN WE USE WHEN ASKING QUESTIONS ABOUT A TEXT TO CHECK FOR UNDERSTANDING?	

GRADE: 2	SUBJECT: ELA	STRAND: Reading: Literature	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.RL.2</p>	<p>Description: RECOUNT STORIES, INCLUDING FABLES AND FOLKTALES FROM DIVERSE CUTLURES AND DETERMINE THEIR CENTRAL MESSAGE, LESSON, OR MORAL.</p>		
	<p>Students are required to use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details.</p>		
	<p>Students are required to retell stories and determine the central message using literature from diverse cultures, including folktales and fables. Students begin to understand that characters are people who are involved in a story. Character development is discussed in terms of the characters’ reaction to what is taking place in the story.</p>		
	<p>Use questions and prompts such as:</p> <p>Who are the characters in the story? What are the most important events that happened in the story? How do you know? What lesson is this story teaching you? How did the characters solve the problem in this story?</p>		
<p>ACT/Anchor Standard: Determine central ideas or themese of a text and analyze their development, summarize the key supporting details and ideas.</p>			
<p>Board Objective: I CAN Recount a story to identify its central message and TO better understand what I read.</p>			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>MORAL DESCRIPTION. GIVEN A FABLE, STUDENTS WRITE, DRAW, OR DESCRIBE THE MORAL. THEY MAY EVEN BE ABLE TO UNDERLINE IT WITHIN THE PASSAGE. GROUPING: SMALL GROUP OR INDIVIDUAL MESSAGE</p>	<p>Aesop’s Fable Website. Students read or watch fables that are presented by University of Massachusettes students and narrate the steps or main ideas in the story. There are several versions of the same story available and many are updated to modern times. This comparison allows second grade students to determine the lesson in the fable more readily.</p> <p>American Folklore is a website that houses hundreds of different very short stories of American folktales, African American tales, Latin American tales and other ethnic folklore. Traditionally, folktales were passed on by word of mouth from one generation to the next. Have students choose one tale to retell to book buddies or a younger group of students. Practice in partners before telling the story to others by sharing the characters, the setting and the beginning, middle and end.</p> <p>Storytelling Glove. Using white garden gloves or food handler’s golves, write storytelling elements on each finger of the glove: characters, setting, problem, events or plot, and solution. In the palm of the glove, place a heart titled the author’s message or lesson. Students wear the glove when retelling the story they have read. (Hoyt, 1999) Retell Checklist. Allow students to use the checklist to retell the events of a story to a partner, a volunteer, a parent, book buddy or other individual and</p>	<p>Link to multiple graphic organizers http://www.educationoasis.com/curriculum/graphic_organizers.htm http://www.literacyleader.com www.busyteacherscafe.com café Strategies: Thedailycafe.com Kissman Onpoint Literacy Mats Kissman Onpoint Posters</p>	

<p>DESCRIPTION. GIVEN A FOLKTALE, STUDENTS WRITE, DRAW, OR DESCRIBE THE MESSAGE OF THE STORY. THEY MAY EVEN BE ABLE TO UNDERLINE IT WITHIN THE PASSAGE. GROUPING: SMALL GROUP OR INDIVIDUAL</p> <p>READ A STORY WITH STUDENTS. HAVE STUDENTS READ WITH A PARTNER OR READ INDEPENDENTLY. THEN HAVE STUDENTS FILL OUT THE GRAPHIC ORGANIZER ATTACHED TO SHOW THEIR ABILITY TO RECOUNT THE STORY AND DETERMINE THE MORAL, MESSAGE, OR LESSON OF THE STORY. GROUPING: LARGE, SMALL, PARTNER, OR INDIVIDUAL</p>	<p>use the checklist to personally reflect on their work. (Hoyt, 1999)</p> <p>Café Strategies: Use main idea and supporting details to determine importance</p> <p><u>Marzano’s Strategies for use in Reading: Literature include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications:</p>	<p>www.aaronshp.com Reader’s theater resource</p> <p>www.readingandwritingproj ect.com</p> <p>http://www.americanfolktale .net/</p> <p>café Strategies: Thedaily café.com</p> <p>teacherprintables.net</p> <p>Multiple Graphic Organizers: http://www.teachervision.fen .com/graphic- organizers/printable/6293.ht ml</p>
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- Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.
- Tell students if homework is for practice or preparation for upcoming units.
- Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

- Assign timed quizzes for homework and have students report on their speed and accuracy.
- Focus practice on difficult concepts and set aside time to accommodate practice periods.

Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

- Incorporate words and images using symbols to represent relationships.
- Use physical models and physical movement to represent information.

Cues, Questions, and Advanced Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

- Pause briefly after asking a question. Doing so will increase the depth of your students' answers.
- Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.

Habits of Mind to be implemented during Reading: Literature include, but are not limited to:

Persisting

Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

Thinking About Our Thinking (Metacognition)

Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

Applying Past Knowledge to New Situations

Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

VOCABULARY:

ESSENTIAL QUESTIONS:

Retell, Fable, Folktale,
Central Message, Moral

WHAT IS A FABLE? FOLKTALE? WHAT IS THE CENTRAL MESSAGE?

GRADE: 2	SUBJECT: ELA	STRAND: Reading: Literature	MONTH(S) TAUGHT:
CODE: ELA.2.RL.3	Description: DESCRIBE HOW CHARACTERS IN A STORY RESPOND TO MAJOR EVENTS AND CHALLENGES.		
	Students are required to use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details.		
	Students are required to retell stories and determine the central message using literature from diverse cultures, including folktales and fables. Students begin to understand that characters are people who are involved in a story. Character development is discussed in terms of the characters’ reaction to what is taking place in the story.		
Use questions and prompts such as:			
Who are the characters in the story? What are the most important events that happened in the story? How do you know?			
What lesson is this story teaching you?			
How did the characters solve the problem in this story?			
ACT/Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Board Objective: I CAN describe how characters respond to challenges in a story to understand what I'm reading.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Events Graphic Organizer. Within a graphic organizer, the teacher gives the major events or challenges from the story, and the students fill in how the characters reacted to that event. Grouping: small group, partner, individual After reading a text with students, allow students to choose a character from the story and complete a Character Analysis graphic organizer for that	<p>My Character Says. Students work in teams of two, each choosing to “become” a different character from a story or historical event. Sharing one piece of paper, one student opens by writing a question for the other to answer. Students write back and forth regarding an event in the story and how it affected the character in the story. (Hoyt, 1999)</p> <p>Reader’s Theater. Allow students to read multiple versions of stories in reader’s theater scripts. Compare the way the characters reacted to the major events in the two versions of the stories. When students hear each character verbalize his feelings in a script, it can often be easier for the student to extract how the character responds to the challenge or event.</p> <p>Two Column Chart. Students use a two column chart with the title of the chart as the character’s name. On the left side of the chart, a major event should be listed from the story. On the right side, students list how the character reacted to the event using character traits and explain those traits.</p> <p>Fan Fiction. Students become very familiar with a story or tale. After reading, students rewrite the text based on four categories: in-canon writing, alternate universe stories, cross-overs, and self-insert. The basic premise is to place themselves into a text and rewrite the story with their inserted character and respond to events. An adapted chart by Lankshear and Knobel (2006) explains the categories. (Lankshear &</p>	<p>Link to multiple graphic organizers http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>http://www.literacyleader.com</p> <p>www.busyteachercafe.com</p> <p>www.readingandwritingproject.com</p> <p>Café Strategies: Thedailycafe.com</p>	

<p>character. Organize students into groups so that every character is represented and have students explain their character analysis. Grouping: partner or individual</p> <p>Role Playing. Have students act out a major event from the story to show their understanding of the characters' responses. Grouping: small group or partner</p> <p>Character Response Cards I. Write the major events in a story along with the character's name that was affected by the event on index cards. Then place the cards in an envelope. Students work in partners. Student A will choose a card from the envelope and describe the event and the character's response to Student B. Student B will choose a card and repeat the process for Student A. This continues until all cards are chosen. Grouping: partner</p>	<p>Knobel, 2006) Café Strategies: Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)</p> <p><u>Marzano's Strategies for use in Reading: Literature include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.</p>	<p>teacherprintables.net</p> <p>Multiple Graphic Organizers: http://www.teacher-vision.fen.com/graphic-organizers/printable/6293.html</p>
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<p>Character Response Cards II. Write the major events in a story along with the character's name that was affected by the event on cards. Then place the cards in an envelope. Students will choose four cards and write the character's responses on a blank card or piece of paper. Grouping: partner or individual</p>	<p>-Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice. Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Nonlinguistic Representations According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity. Applications: -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information.</p>	
<p>Character Response Drawing. Give each student an event from the story, and tell the students they are to draw a picture of the event and include what the character or characters are doing because of that event. Then have them write a sentence below the picture that describes the characters response/reaction. Grouping: small group or individual</p>	<p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.</p> <p>Habits of Mind to be implemented during Reading: Literature include, but are not limited to: Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up. Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others. Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Characters, Events, Challenges</p>	<p>WHAT ARE CHARACTER TRAITS? HOW DO CHARACTER TRAITS AFFECT THE WAY THE CHARACTERS RESPOND TO MAJOR EVENTS AND CHALLENGES?</p>	

GRADE: 2	SUBJECT: ELA	STRAND: Reading: Literature	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RL.2.4</p>	<p>Description: DESCRIBE HOW WORDS AND PHRASES (E.G., REGULAR BEATS, ALLITERATION, RHYMES, REPEATED LINES) SUPPLY RHYTHM AND MEANING IN A STORY, POEM, OR SONG.</p>		
	<p>Students are required to tell how words and phrases provide meaning to a story, poem, or song. They begin to understand story structure by explaining how the introduction is the beginning and the conclusion is where the action ends. Students at this level begin to understand how characters' points of view differ. As students read orally, they should read using different voices for different characters.</p> <p>Use questions and prompts such as: Describe the parts of a story (beginning and end). Which parts of this poem rhyme? Can you find the part that shows the beat? Can you find a part that has alliteration? How are the characters thinking/feeling about this event? Are the characters thinking the same way about...? Think about this character. How would this character say this part?</p>		
	<p>ACT/Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		
	<p>Board Objective: I CAN describe how words and phrases provide rhythm and meaning in stories, poems, and songs to understand what I read.</p>		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Give the students a copy of a poem or song. Ask them to underline the rhymes, repeated lines, or regular beats. Then ask them to write at the bottom or on the other side how does this make the image in their head better. Ask them what visual do they have, and does the rhyme, repeated lines, or beats add to the meaning of the poem or song. They could also draw a picture to match the poem or song.</p>	<p>Expressed Oral Reading. Students read stories, poems or songs by representing character voice changes, intonation and rate changes to match the story line, and experiment with rate to match the mood or rise and fall of the action in the story. Invite students to enhance their reading with background music that reflects the interpretation of the story.</p> <p>Onomatopoeia Poems. Students write poems that follow any form such as haiku or couplet and then add a line of onomatopoeia. Students share the sounds where they choose in the poems. Once they practice the poems and share with the class, student must also share the reasoning as to why the sound best fit in the poem where it was placed.</p> <p>Alliteration Poems. Use the following website to print alliteration poems and disperse to the classroom in a station or as a whole group. Students read and become familiar with the structure of the poems. As they become familiar with the term alliteration and how it is used in the poems, ask students to describe how the words give the reader a better understanding of the poem?</p> <p>Poetry Power (Dybdahl & Black, 2010) Allow students to brainstorm words that describe a familiar topic such as snow or rain using their senses. Supply more vocabulary knowledge to students by reading several books about the topic and continue placing the words in a chart. Students then chose words from the chart to create two word</p>		<p>www.readwritethink.org</p> <p>www.busyteacherSAFE.com</p> <p>Phonics Things Poem Book</p> <p>Poetry Activities: http://www.teachervision.fen.com/tv/tvsearch.php?keywords=poe&search=1&go.x=0&go.y=0</p>

<p>The Seasons (Serio & Crockett, 2005) is a book of collected poems. Introduce the poem “Summer Song.” Ask the students, “What did you notice about the first four lines of the poem?” (Possible answer: Repetition of “By the . . .”) Note the pattern of rhyme in the first four lines (i.e., ABAB) and how it changes as it progresses through the poem (i.e., AABB). Continue to look at the features of poetry as you read other seasonal poems in this unit. Each of the poems from The Seasons exemplifies at least one of the characteristics of the grade two standards: rhyme, rhythm, alliteration, and repetition. Encourage students to choose a poem to perform (recite) for the class.</p> <p>Have students write a story, poem, or song. Ask them to follow a specific pattern or allow them to choose which type of poem or</p>	<p>lines about each of the senses.</p> <p><u>Marzano’s Strategies for use in Reading: Literature include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered.</p>	
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<p>rhyiming they would like to use. Then have the students share with the class, and ask the class what the pattern, rhyme, and/or repeated lines are in the text. Then ask for students to tell what they think the meaning of the text is, and how the beats, alliteration, rhymes, or repeated lines helped with their understanding of the text. Grouping: partner or individual</p>	<p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Nonlinguistic Representations</p> <p>According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it. <p><u>Habits of Mind to be implemented during Reading: Literature include, but are not limited to:</u></p> <p>Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
Phrases, beats, alliteration, rhymes	WHAT IS ALLITERATION? WHAT ARE RHYMES?	

GRADE: 2	SUBJECT: ELA	STRAND: Reading: Literature	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RL.2.5</p>	<p>Description: DESCRIBE THE OVERALL STRUCTURE OF A STORY, INCLUDING DESCRIBING HOW THE BEGINNING INTRODUCES THE STORY AND THE ENDING CONCLUDES THE ACTION.</p>		
	<p>Students are required to tell how words and phrases provide meaning to a story, poem, or song. They begin to understand story structure by explaining how the introduction is the beginning and the conclusion is where the action ends. Students at this level begin to understand how characters' points of view differ. As students read orally, they should read using different voices for different characters.</p>		
	<p>Use questions and prompts such as:</p> <p>Describe the parts of a story (beginning and end). Which parts of this poem rhyme? Can you find the part that shows the beat? Can you find a part that has alliteration? How are the characters thinking/feeling about this event? Are the characters thinking the same way about...? Think about this character. How would this character say this part?</p>		
	<p>ACT/Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>Board Objective: I CAN describe the overall structure of a story including the beginning and end to show an understanding of what I read.</p>		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Strong Beginning. Students are given the sentence prompt "A strong beginning has...", and they are to complete the sentence with a list of story beginning traits. This can be done on chart paper in a list format or in a concept web format. An example utilizing trait writing can be found here. Grouping: small group, partner, individual</p> <p>Strong Ending. Students</p>	<p>Teaching About Structure Using Fairy Tales. This lesson, from readwritethink.org, helps students explore the concepts of beginning, middle, and end by reading a variety of stories and charting the events on storyboards. Students use the attached storyboard to chart out the events of a fairytale after reading various tales and then construct their own tale.</p> <p>Story Pyramid. Using a story pyramid, students identify the parts of a story and the structure. Students should be able to identify when and how the the story begins and when and how they know the story ends. As students develop this skill, they should be able to provide specific evidence or points in the story where the rising action concludes or justify the point in the story where their thinking is supported.</p> <p>Story Tree Map. Students identify the parts of a story and fill in the graphic organizer. Once completed, students think, pair, share the parts of the story where the action begins and the ending concludes the action. (Gibson, 2004)</p> <p>Café Strategy: Summarize text; include sequence of main</p>		<p>Link to multiple graphic organizers http://www.educationoasis.com/curriculum/graphic_organizers.htm http://www.literacyleader.com www.busyteacherscafe.com www.readingandwritingproject.com www.readwritethink.org</p>

<p>are given the sentence prompt “A strong ending has...”, and they are to complete the sentence with a list of story ending traits. This can be done on chart paper in a list format or in a concept web format. An example chart utilizing trait writing can be found here.</p> <p>Grouping: small group, partner, individual</p>	<p>events</p> <p><u>Marzano’s Strategies for use in Reading: Literature include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p>	<p>Café Strategies: Thedaily café.com</p> <p>teacherprintables.net</p> <p>Literacy By Design Leveled Books</p> <p>Multiple Graphic Organizers: http://www.teachervision.fen.com/graphic-</p>
<p>Identifying a Strong Beginning and Ending. Show students a passage. They have to decide if it has a strong beginning and ending. They have to support their answer by citing evidence from the passage that does or doesn’t make it a strong beginning or ending. Grouping: small group or individual</p>	<p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what’s essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p>	
<p>After reading a piece of literature, have students complete a story map graphic organizer. Grouping: partner or individual</p>	<p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered.</p>	

	<p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Nonlinguistic Representations</p> <p>According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it. <p><u>Habits of Mind to be implemented during Reading: Literature include, but are not limited to:</u></p> <p>Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
Structure, Beginning, Ending	WHAT IS THE STRUCTURE OF THE STORY? WHAT IS THE PURPOSE OF THE INTRODUCTION? CONCLUSION?	

GRADE: 2	SUBJECT: ELA	STRAND: Reading: Literature	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RL.2.7</p>	<p>Description: USE INFORMATION GAINED FROM THE ILLUSTRATIONS AND WORDS IN A PRINT OR DIGITAL TEXT TO DEMONSTRATE UNDERSTANDING OF ITS CHARACTERS, SETTING OR PLOT.</p>		
	<p>Students are required to use information from pictures, print, or digital text to show they understand characters, setting and plot. They read versions of the same story and find similarities and differences.</p>		
	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do the illustrations tell you about the setting? Can you find an illustration that tells you how a character is feeling? What is the same about the characters in the two stories? What is different? What happened to the characters that is the same? What happened that is different? Look at these two stories. How did the authors solve the same problem in different ways? 		
	<p>ACT/Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		
<p>Board Objective: I CAN understand the characters, setting, and plot of a story by using illustrations and words to understand what I read.</p>			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Wanted Poster. Students create a wanted poster for each of the main characters in the story. In the description, students identify traits and qualities of the characters that would place them on a wanted poster. This will demonstrate their understanding of each character. Grouping: small or individual</p>	<p>Story Maps. Students use a graphic organizer to write the beginning, middle and end of the plot of the story. They may illustrate the parts of the book which should contain characters and setting.</p> <p>Open-minded Portraits. If the students understand the character and his motivation they will develop deeper meaning. This strategy helps clarify what things/thoughts are important to the character. Students draw and color a large portrait of the head and neck of a character. Attach some paper to the back so students can write about the characters' thoughts on the second page. Attach at the top with a staple. Students share the portraits with classmates and talk about the words or pictures they chose to include in the mind of their characters.</p> <p>Sketch to Stretch. A teacher can read a selection of a book focusing on one of the elements in the standard such as setting. As a suggestion, the teacher may not show the illustrations in the text. Students respond to what they have heard by creating a drawing or sketch. Students are encouraged to focus on unfamiliar concepts and to try and share them in an illustration. Once completed, students then explain to classmates what their illustrations meant.</p>		<p>http://www.literacyleader.com</p> <p>Link to multiple graphic organizers http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>Kissman Onpoint Literacy Mats Kissman Onpoint Posters</p> <p>WWW.busyteacher</p>

<p>Setting Illustration. Students draw a picture of the setting in the story. Be sure they know to include background details. Grouping: partner or individual</p> <p>White Board Setting Activity. Using interactive software, post sound effects and pictures on the interactive white board and some items that are not sensory images. Discuss what we can hear, see, smell etc. Separate the items into two groups either in a t-chart or a Venn diagram. Grouping: whole or small</p> <p>Recipe Card. Have students create a recipe card for a main character in the story or for the setting of the story that lists the qualities and characteristics as the ingredients for that character or setting. For example Little Red Riding</p>	<p><u>Marzano’s Strategies for use in Reading: Literature include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences. Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests. Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned. Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key</p>	<p>scafe.com</p> <p>readwriethink.org</p> <p>http://www.hubbardscupboard.org/printablebooklets.html</p> <p>teacherprintables.net</p> <p>Literacy By Design Leveled Books</p> <p>Multiple Graphic Organizers: http://www.teacher-vision.fen.com/graphic-organizers/printable/6293.html</p>
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<p>Hood might have 2 c. of kindness and a pound of courage. Grouping: partner or individual</p> <p>After reading a story, have students complete the story map or story map #2 to show understanding of the text. Grouping: partner or individual</p> <p>Create a scrap book page showing the key details in the text, while making reference to the characters, setting, and events in the story.</p>	<p>indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Nonlinguistic Representations</p> <p>According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it. <p><u>Habits of Mind to be implemented during Reading: Literature include, but are not limited to:</u></p> <p>Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
<p>VOCABULARY:</p> <p>illustration, characters, setting, plot</p>	<p>ESSENTIAL QUESTIONS:</p> <p>HOW DO PICTURES HELP READERS UNDERSTAND THE STORY?</p>	

GRADE: 2	SUBJECT: ELA	STRAND: Reading: Literature	MONTH(S) TAUGHT:
CODE: RL.2.6	Description: ACKNOWLEDGE DIFFERENCES IN THE POINTS OF VIEW OF CHARACTERS, INCLUDING BY SPEAKING IN A DIFFERENT VOICE FOR EACH CHARACTER WHEN READING ALOUD.		
	<p>Students are required to tell how words and phrases provide meaning to a story, poem, or song. They begin to understand story structure by explaining how the introduction is the beginning and the conclusion is where the action ends. Students at this level begin to understand how characters' points of view differ. As students read orally, they should read using different voices for different characters.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> Describe the parts of a story (beginning and end). Which parts of this poem rhyme? Can you find the part that shows the beat? Can you find a part that has alliteration? How are the characters thinking/feeling about this event? Are the characters thinking the same way about...? Think about this character. How would this character say this part? 		
	ACT/Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.		
	Board Objective: I CAN acknowledge differences in the points of view of characters by speaking in a different voice to help understand dialogue.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Reader's Theater. Give students a reader's theater to practice and perform in front of the class. The teacher will remind students to use their voices and actions to represent the characters. Grouping: small</p> <p>Point of View Description. During reading, ask students to describe the character's point of view about a particular event in the</p>	<p>Voki. At www.voki.com, a teacher can create an account students can use without registering for individual accounts. This tool allows students to design an avatar emulating a character from a book. Voices are recorded into the computer and recited back as a character. The student can become a character and give the point of view of a scene in the text or create a reader's theater dialogue and place a character in a cartoon scene.</p> <p>Comic Strip Project. As students read a text with different characters, students create a comic strip that represents each character's viewpoint regarding an event in the story. For example, using the exemplar <i>The Fire Cat</i> by Ester Averill located in Appendix B of the Common Core State Standards, a student may portray Pickles the cat in one cartoon and how he feels about the firemen going down the pole. In another cartoon, the student may portray the Chief speaking to Mrs. Goodkind.</p> <p>Point of View Flashcards. Allow students to choose different characters in a text. They use the chart to identify which point of view is being represented and then choose parts of the text that share feelings and thoughts.</p> <p>Reader's Theater: This strategy allows students to perform dramas while increasing fluency and</p>	<p>www.aaronshp.com Reader's theater resource</p> <p>www.readinglady.com Reader's theater resource</p> <p>Link to Reader Theater Scripts http://www.literacyleader.com</p> <p>High Frequency word list for individual story</p> <p>Link to Reader Theater Scripts http://www.literacyleader.com</p>	

<p>story. What feelings does the character show? How does the reader know (connection)? What evidence from the text can be used? Can other characters' points of views be formed? Draw upon word knowledge or clues from the text to infer meanings. Grouping: whole, small, or individual</p> <p>Character Description. Have students use character trait words to describe each main character in the story and complete a character trait sheet. This will help students focus on the characters and their points of view. This can be completed in a list or paragraph form. Grouping: partner or individual</p> <p>Cartoon Strip. Have students draw a cartoon strip to show one character's point of view. Then have students read aloud their cartoon strips. Remind each student to change the tone of his</p>	<p>practicing the above standard. The following guide provides other research based ideas on implementing reader's theater in the primary and intermediate classrooms</p> <p>Café Strategies: 1. Determine and analyze author's purpose and support with text</p> <p><u>Marzano's Strategies for use in Reading: Literature include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p>	<p>Traits of Presentation - Kissman Onpoint Literacy Mats Kissman Onpoint Posters</p> <p>Café Strategies: Thedailycafé.com</p> <p>Multiple Graphic Organizers: http://www.teachervision.fen.com/graphic-organizers/printable/6293.html</p>
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<p>voice based on what is said in the speech bubbles and the mood of the character. Grouping: partner or individual</p>	<p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Nonlinguistic Representations According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications: -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during Reading: Literature include, but are not limited to:</u></p> <p>Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
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VOCABULARY:	ESSENTIAL QUESTIONS:
Point of View, Voice, Dialogue	WHAT IS THE POINT OF VIEW?

GRADE: 2	SUBJECT: ELA	STRAND: Reading: Literature	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RL.2.9</p>	<p>Description: COMPARE AND CONTRAST TWO OR MORE VERSIONS OF THE SAME STORY (E.G., CINDERELLA STORIES) BY DIFFERENT AUTHORS OR FROM DIFFERENT CULTURES.</p>		
	<p>Students are required to use information from pictures, print, or digital text to show they understand characters, setting and plot. They read versions of the same story and find similarities and differences.</p>		
	<p>Use questions and prompts such as:</p> <p>What do the illustrations tell you about the setting? Can you find an illustration that tells you how a character is feeling? What is the same about the characters in the two stories? What is different? What happened to the characters that is the same? What happened that is different? Look at these two stories. How did the authors solve the same problem in different ways?</p>		
	<p>ACT/Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author's take.</p>		
<p>Board Objective: I CAN describe how two versions of the same story are alike and different to become a better reader.</p>			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Checklist Comparison. After reading two or more versions of the same story, students create a checklist of the things the stories have in common, as well as make a list of traits each story has as its own to compare and contrast the different versions of the same story. Grouping: small, partner or individual</p> <p>Venn Diagram.</p>	<p>Venn Diagram with Web 2.0. Read a traditional fairy tale such as Red Riding Hood or other tale that has many different cultural perspectives. List the story elements on a piece of chart paper that can be referenced regularly. Choose several other versions for students to read individually, with partners or in small groups. Students compare the story elements from the traditional tale to the cultural tale using a Venn Diagram. Challenge students to create a presentation using a web 2.0 tool such as Power Point or Voki and present their findings. As a culminating activity, groups of students can recreate the story by combining elements from different cultures or choosing a different culture altogether to represent.</p> <p>Semantic Feature Analysis. This is a comprehension strategy that helps students identify characteristics associated with related words or concepts. With a Semantic Feature Analysis Chart, one can examine related concepts but make distinctions between them according to particular criteria across which the concepts can be compared. Each story can be compared utilizing this chart.</p> <p>Roll of the Dice. After reading several pairs of stories (such as Little Red Riding Hood, The Three Little Pigs, Cinderella, and Jack and The Beanstalk), give small groups of students a pair of dice: one labeled with the elements of a story and the other labeled with the titles of the stories. Students roll the pair of dice and compare or contrast</p>	<p>Link to multiple graphic organizers http://www.educationoasis.com/curriculum/graphic_organizers.htm http://illuminations.nctm.org/LessonDetail.aspx?ID=U102 http://www.readworks.org/lessons/grade2/compare-and-contrast Café Strategies:</p>	

<p>Students complete a Venn diagram or comparison map to compare and contrast the stories. They could write responses on the chart paper, handout, or use sticky notes to put on a chart.</p> <p>Grouping: whole, small partner, or individual</p> <p>Comparison Sentences or Essay. Students write two sentences that tell how the stories are alike and two sentences that tell how they stories are different. Some students may be able to write an essay comparing and contrasting the different versions of the story.</p> <p>Students may use notes, checklists, or any other graphic organizers they may have already completed to assist with their writing. Grouping: partner or individual</p>	<p>what comes up on the face of the dice. For example, if the student rolls Cinderella and setting, the student would compare the two settings from two versions of Cinderella.</p> <p><u>Marzano’s Strategies for use in Reading: Literature include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units.</p>	<p>TheDailyCafe.com</p> <p>Multiple Graphic Organizers: http://www.teachervision.fen.com/graphic-organizers/printable/6293.html</p>
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-Maximize the effectiveness of feedback by varying the way it is delivered.
 Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

- Assign timed quizzes for homework and have students report on their speed and accuracy.
- Focus practice on difficult concepts and set aside time to accommodate practice periods.

Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

- Incorporate words and images using symbols to represent relationships.
- Use physical models and physical movement to represent information.

Cues, Questions, and Advanced Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

- Pause briefly after asking a question. Doing so will increase the depth of your students' answers.
- Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.

Habits of Mind to be implemented during Reading: Literature include, but are not limited to:

Persisting
 Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

Thinking About Our Thinking (Metacognition)
 Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

Applying Past Knowledge to New Situations
 Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

Café Strategy:
 Compare and contrast within and between text

VOCABULARY:

ESSENTIAL QUESTIONS:

GRADE: 2	SUBJECT: ELA	STRAND: Reading: Literature	MONTH(S) TAUGHT:
CODE: RL.2.10	Description: BY THE END OF THE YEAR, READ AND COMPREHEND LITERATURE, INCLUDING STORIES AND POETRY, IN THE GRADES 2–3 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.		
	With assistance as needed, students are required to read proficiently and understand various types of literature for the 2-3 text complexity band.		
	<p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>		
ACT/Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.			
Board Objective: I CAN read and comprehend literature at grade level to show that I am an independent and proficient reader.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
You may use this checklist, or one you choose while students are reading to check the strategies they are using. Grouping: small or individual (http://www.scholastic.com/teachers/lesson-plan/collateral_resources/pdf/1/lessonplans_graphicorg_pdfs_duringreading.pdf) Conference with students several times	Summary Frames. Allow students to fill out a template created by Boyles that lists the main elements of a narrative story such as the setting, main characters, supporting characters, problem, steps to solve the problem and solution. Students can also end the summary frame with a reason the author may have written the text and what the intended purpose of the text would be. Throughout the answer to these questions, stress the importance for students to support their answers with evidence from the text. This supports many different books throughout the year. Poet Tree. Allow students to decorate a bulletin board tree with different poems that correlate to a theme throughout the year. Students can practice for fluency before hanging their poem on the tree and give supporting evidence as to why it belongs with that theme. Literature Circles. This link will give guided step by step instruction on how to employ literature circles in a second grade classroom. (http://www.litcircles.org/) Book Buddies. Provide time to have discussion about a book recently read with a peer or older student. Provide a template of information that should be included when speaking about a book that has been read such as the setting, main characters, problem, steps to solve the problem, and solutions. If the text is informational, include the main idea, three or four supporting details and what is one question that the reader still has. Also, discuss the		Link to multiple graphic organizers http://www.educationoasis.com/curriculum/graphic_organizers.htm http://www.literacyleader.com Rigby Leveled Readers http://www.starfall.com

<p>throughout the school year. This will allow the teacher to assess students, as well as allow students time to reflect on their learning goals. This conference form may be used during the conferences. Grouping: individual (http://www.scholastic.com/teachers/lesson-plan/teacher-student-reading-conference-form)</p> <p>3-2-1. Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they have mastered. Grouping: individual</p> <p>Annotation Notation Rubric. Have students use the following symbols to show understanding of the text:</p> <p>*The main idea (Put a box around the main idea.) *Details (Underline the</p>	<p>structure of the text with regards to table of contents, glossary, bold faced words, photographs, etc.</p> <p>Café Strategies: *Abundant easy reading *Read appropriate-level texts that are a good fit *Voracious reading</p> <p>Marzano’s Strategies for use in Reading: Literature include, but are not limited to:</p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p>	<p>Kissman Onpoint-Literacy Mats Kissman Onpoint Posters and Banners</p> <p>http://www.thedailycafe.com/</p> <p>www.busyteacherscafe.com</p> <p>www.readingandwritingproject.com</p> <p>www.readwritethink.org</p> <p>http://www.hubbardscupboard.org/printablebooklets.html</p> <p>Teacherprintables.net</p> <p>Café Strategies: Thedailycafe.com</p> <p>Multiple Graphic Organizers: http://www.teachervision.fen.com/graphic-organizers/printable/6293.html</p>
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<p>details.) *Words to remember (Circle key words to remember.)</p> <p>Then write a summary. Grouping: partner or individual</p> <p>Have students read a piece of literature at the appropriate grade level aloud to the teacher. Note any miscues. Then have students explain the main idea, supporting details of the piece, and any other thoughts they may have about the text. A checklist may be used for this assessment for each student. Grouping: individual</p>	<p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered.</p> <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Nonlinguistic Representations According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications: -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during Reading: Literature include, but are not limited to:</u></p> <p>Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	

Comprehend

ARE WE READING AND COMPREHENDING GRADE LEVEL LITERATURE?

GRADE: 2nd	SUBJECT: ELA	STRAND: Reading: Informational Text	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.RI.1</p>	<p>Description: ASK AND ANSWER SUCH QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY, AND HOW TO DEMONSTRATE UNDERSTANDING OF KEY DETAILS IN A TEXT.</p>		
	<p>Students are required to use textual evidence to ask and answer general questions about key details using who, what, when, where, why, and how. They are required to be able to read several paragraphs and identify the main idea. Along with recognizing main idea, students need to be able to understand the overall focus of a text with several paragraphs.</p>		
	<p>Students at this level are required to describe how historical events, scientific ideas or “how to” procedures are linked together in a text.</p>		
	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Think about what you read and create your own questions (using who, what, when, where, why, and/or how) about an important idea in this text. • What is the main idea of this text? • What are the important ideas in this text? How do you know? • Which step comes first? After that? • What happened first? What happened after that? • Can you tell me how these ideas are the same? Can you tell me how they are different? 		
<p>ACT/Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>			
<p>Board Objective: I CAN describe the overall structure of a story including the beginning and end to show an understanding of what I read.</p>			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Signal Cards. Students have two signal cards. One says Agree and one says Disagree. The teacher reads a question, and the students have to raise the card to tell if the question is about the text. If the question is about details in the story, they</p>	<p>Story Maps for Retelling Non-Fiction Stories. Story retelling is an authentic way of assessing if the reader can identify key story elements. In story retelling, students are asked to recount what they have read. Through the retelling, students identify major elements. Teachers can allow students to use a story map to guide their retelling. This can be used for biographies, autobiographies, historical or current events. Details included may be: People, location, time period, major challenge/accomplishment or event, and life/event details.</p> <p>SQ3R. Survey, Question, Read, Recite, Review is a study strategy students may use throughout the reading process. Using this strategy, students first preview texts in order to make predictions and generate questions to help direct their reading. As students read, they actively search for answers to questions. When students finish reading, they summarize what they have read and review their notes. In this way students monitor and evaluate their own</p>	<p>Reading and Language Resources: Technology- Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series Achievement Series Study Island- www.studyisland.com MLPP DIBELS</p>	

<p>raise the Agree card. If not, they raise the Disagree card. Grouping: whole or small</p> <p>Question Cubes 1. Students are given question cubes with the words: who, what, where, when, why and how on the sides of the cube. Students roll the cube. Whatever question word they land on, they must write a sentence using that word about the text. The teacher can inform the students as to how many times they roll the cube. Grouping: small or individual</p> <p>Questions Cubes 2. Students could use the question cubes with a partner. One student rolls the cube, and asks a question using the word the cube shows. The other student answers the questions. (This can be done orally or by both students writing down their responses.) Grouping: partner</p>	<p>comprehension.</p> <p>Strategy Procedure: Survey- Preview titles, headings, pictures, and visual aids in the selection. Scan and review questions, introductory and concluding paragraphs. Question- The reader thinks about what he already knows about the topic and generates questions that might be answered in the material. Read- Attempt to answer questions brought about during the “Question” step. Recite- The reader may stop after each section and “recite” what was just read, summarizing the information. The reader orally answers any of his questions found within the section read. Review: Reread portions of the text where answers were provided.</p> <p>CAFÉ STRATEGIES: Infer and support with evidence Ask questions throughout the reading process</p> <p><u>Marzano’s Strategies for use in Reading: Informational Text include, but are not limited to:</u> Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences. Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is</p>	<p>Graphic Organizers Trade Books Reader’s and Writer’s notebooks www.thedailycafe.com/ www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets) www.starfall.com www.havefunteaching.com www.brainpopjr.com www.fcrr.org www.busyteacherscafe.com www.readingandwritingproject.com (The Reading and Writing Project) www.readwritethink.org www.abcfastphonics.com/ (phonics) www.kidzone.ws/phonics/index.htm (phonics) www.spellingcity.com Fairy Tale, Fable, and Folktale Charts American Folklore collection, http://www.americanfolklore.net/ Kent Intermediate School District grade level genre book list link Michigan Reading Association Genre Study Bookmarks, Grade 3-5, http://www.michiganreading.org/ Interest Inventories http://teacher.scholastic.com</p>
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<p>Hand Organizer. The teacher can use a large hand graphic organizer to model retelling the story orally or to create a written summary. Grouping: whole or small</p> <p>"Give Me Five". Students complete a "Give Me Five". Students will trace their hands and write five questions related to the text asking who, where and so forth. Another option: Students could then swap hands and answer each other's questions. Grouping: partner or individual</p> <p>Questionnaire. Students design a questionnaire about the text with a partner. The teacher can collect them and give to a different partner group. Each group must answer the questions on the questionnaire they are given. Grouping: partner</p>	<p>ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary. <p>Homework and Practice</p> <p>Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Nonlinguistic Representations</p> <p>According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it. 	<p>/clifford1/flash/phonics/index.htm</p> <p>Initial sound identification game</p> <p>http://pbskids.org/lions/games/ears.html</p> <p>http://www.hubbardscupboard.org/printable_booklets.html</p> <p>http://www.enchantedlearning.com/rhymes/Teachers.shtml</p> <p>Literacy Mats</p> <p>On Point Posters</p> <p>Words Their Way</p> <p>No More Letter of the Week</p> <p>Phonics Things</p> <p>Alphabet chart</p> <p>Kissman Word Banners</p>
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	<p><u>Habits of Mind to be implemented during <i>Reading: Informational Text</i> include, but are not limited to:</u></p> <p>Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
Questions, Key Details, Text, Who, What, When, Where, Why	HOW CAN ANSWERING QUESTIONS HELP US UNDERSTAND THE TEXT?	

GRADE: 2nd	SUBJECT: ELA	STRAND: Reading: Informational Text	MONTH(S) TAUGHT:
CODE: ELA.2.RI.2	Description: IDENTIFY THE MAIN TOPIC OF A MULTI-PARAGRAPH TEXT AS WELL AS THE FOCUS OF SPECIFIC PARAGRAPHS WITHIN THE TEXT.		
	Students are required to use textual evidence to ask and answer general questions about key details using who, what, when, where, why, and how. They are required to be able to read several paragraphs and identify the main idea. Along with recognizing main idea, students need to be able to understand the overall focus of a text with several paragraphs.		
	Students at this level are required to describe how historical events, scientific ideas or “how to” procedures are linked together in a text.		
	Use questions and prompts such as: <ul style="list-style-type: none"> • Think about what you read and create your own questions (using who, what, when, where, why, and/or how) about an important idea in this text. • What is the main idea of this text? • What are the important ideas in this text? How do you know? • Which step comes first? After that? • What happened first? What happened after that? • Can you tell me how these ideas are the same? Can you tell me how they are different? 		
ACT/Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Board Objective: I CAN identify the main topic of a multi-paragraph text and focus of specific paragraphs to help me understand what I read.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Students will read a multi-paragraph informational text from any periodical, science or social studies text and locate repeated words or signal words within the text that identify the main topic and the focus of the supporting paragraphs.	<p>Very Important Words. Explain that authors give readers clues about the most important information in the text. One clue can be the use of Very Important Words. These are usually a few words that relate closely to the topic and may be used several times in the text. After reading and discussing an informational selection, have students dictate the Very Important words from the text. Write these words on chart paper and talk about why these are (or are not) Very Important Words. Assist students in using these words to dictate sentences with key information about the topic.</p> <p>What’s the Big Idea Mural. Before reading a nonfiction selection, activate students’ prior knowledge about the topic and ask them to listen for the most important information the author shares about the topic. Let students know that they will draw pictures of the most important parts. After reading, ask each student to share an important part of the story. Record these first on chart paper, and then on a long sheet</p>		Reading and Language Resources: Technology- Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series Achievement Series Study Island- www.studyisland.com MLPP DIBELS

<p>Give a Hand. Have students trace their hands. The main topic/idea sentence can go in the palm. Some, or all, of the fingers can contain the supporting details. Make sure students write sentences that support their main idea.</p> <p>Display the hands around the classroom so students can look at each others' work.</p> <p>Grouping: small, partner, individual</p> <p>Students draw an illustration that depicts the main idea of the passage and adds a caption stating the main topic or idea.</p> <p>Grouping: partner or individual</p> <p>Main Idea Can. Each student has a cup or soup can. They write the main topic or idea of the text on a strip of paper and glue it to the outside of the cup or can. Students then write the focus for each paragraph in the text on a strip of paper and write the paragraph</p>	<p>of butcher paper stretched lengthwise across the floor or wall as students help place important parts in logical order. Divide the paper into sections for each important idea, and ask students to select a picture to work on with a partner or small group. After the pictures are completed, involve students in writing a summary.</p> <p>Sticky Note (whole group/teacher-led): During the rereading of a read-aloud of an informational text, use sticky notes or highlighter tape to mark the big ideas. Discuss how information not highlighted contains information about these big ideas but does not contain the most important ideas in the selection.</p> <p>Sticky Note (independent reading): Students read independently, marking with sticky notes any sections they desire to return to or discuss. These may be sections they understand and can explain, sections that need further clarification, or places for creating their own explanations, pictures, and diagrams.</p> <p><u>CAFÉ STRATEGIES:</u></p> <p>Summarize text; include sequence of main events</p> <p><u>Marzano's Strategies for use in Reading: Informational Text include, but are not limited to:</u></p> <p>Identifying Similarities and Differences</p> <p>The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications:</p> <p>-Use Venn diagrams or charts to compare and classify items.</p> <p>-Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking</p> <p>These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications:</p> <p>-Provide a set of rules for creating a summary.</p> <p>-When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.</p> <p>Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p>	<p>Graphic Organizers</p> <p>Trade Books</p> <p>Reader's and Writer's notebooks</p> <p>www.thedailycafe.com/</p> <p>www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets)</p> <p>www.starfall.com</p> <p>www.havefunteaching.com</p> <p>www.brainpopjr.com</p> <p>www.fcrr.org</p> <p>www.busyteacherscafe.com</p> <p>www.readingandwritingproject.com (The Reading and Writing Project)</p> <p>www.readwritethink.org</p> <p>www.abcfastphonics.com/ (phonics)</p> <p>www.kidzone.ws/phonics/index.htm (phonics)</p> <p>www.spellingcity.com</p> <p>Fairy Tale, Fable, and Folktale Charts</p> <p>American Folklore collection,</p> <p>http://www.americanfolklore.net/</p> <p>Kent Intermediate School District grade level genre book list link</p> <p>Michigan Reading Association Genre Study Bookmarks, Grade 3-5,</p> <p>http://www.michiganreading.org/</p> <p>Interest Inventories</p> <p>http://teacher.scholastic.com/clifford1/flash/phonics/inde</p>
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<p>number on the back of each strip and insert into the cup or can. Students can then share with a small group or the class. When sharing, the students could even pull their strips out and then have the class tell them the correct sequence of the strips. Grouping: partner or individual</p>	<p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Nonlinguistic Representations According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications: -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during Reading: Literature include, but are not limited to:</u> Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your</p>	<p>x.htm Initial sound identification game http://pbskids.org/lions/games/ears.html http://www.hubbardscupboard.org/printable_booklets.html http://www.enchantedlearning.com/rhymes/Teachers.shtml Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
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	<p>goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
Main topic, multi-paragraph, paragraph	WHAT IS MAIN TOPIC?	

GRADE: 2nd	SUBJECT: ELA	STRAND: Reading: Informational Text	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.RI.3</p>	<p>Description: DESCRIBE THE CONNECTION BETWEEN A SERIES OF HISTORICAL EVENTS, SCIENTIFIC EVENTS OR CONCEPTS, OR STEPS IN TECHNICAL PROCEDURES IN A TEXT.</p>		
	<p>Students are required to use textual evidence to ask and answer general questions about key details using who, what, when, where, why, and how. They are required to be able to read several paragraphs and identify the main idea. Along with recognizing main idea, students need to be able to understand the overall focus of a text with several paragraphs.</p> <p>Students at this level are required to describe how historical events, scientific ideas or “how to” procedures are linked together in a text.</p> <p>Use questions and prompts such as: Think about what you read and create your own questions (using who, what, when, where, why, and/or how) about an important idea in this text. What is the main idea of this text? What are the important ideas in this text? How do you know? Which step comes first? After that? What happened first? What happened after that? Can you tell me how these ideas are the same? Can you tell me how they are different?</p>		
	<p>ACT/Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
	<p>Board Objective: I CAN recognize and describe the connections between historical events, scientific ideas, concepts, and steps in a procedure in a text to help me understand what I read.</p>		
<p>ASSESSMENTS:</p> <p>If the students have read a text with steps in procedures, have the students list in order the steps to make the item. You could also take out one of the steps, and then discuss how and why that might affect the final product. Students could rate the importance of the</p>	<p>STRATEGIES:</p> <p>Sticky Notes. Sticky notes are used to mark sections in a text that students would like to return to, difficult sections for which they require clarification, for instance, or to note a connection between a series of events, concepts or steps. These stopping places can be used to foster discussion and inspire writing.</p> <p>Questioning the Author. Questioning the Author is a comprehension strategy that enables students to construct meaning from texts. Since many texts can be confusing to students this strategy can help students focus in on the connections between events, concepts or steps. This strategy asks readers to engage with text in a meaningful way.</p> <p>Selective Colored Underlining. Selective underlining is a study strategy that enables students to understand what the author is trying to say and to organize information in texts. To enable students to</p>	<p>RESOURCES:</p> <p>Reading and Language Resources: Technology- Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series Achievement Series Study Island- www.studyisland.com MLPP DIBELS</p>	

<p>missing step and explain their rating. Grouping: whole or small</p> <p>After reading a set of books of related historical events, have the students draw a timeline of the events from the various stories in order. i.e., Read Underground Railroad, Tubman, and Lincoln; Moving to Jesse Own, Rosenwald (1920), Rosa Parks (1955), Ruby Bridges and the Greensboro Sit-In (1960), and, finally, Martin Luther King, Jr. Grouping: partner or individual</p> <p>After reading and discussing historical or scientific events in a text, give each student a lunch bag. On one side of the bag, the student writes the historical or scientific event, draws a picture, and writes two pieces of information that make that event unique from the event on the other side. On the other side of the bag, the students write the name of</p>	<p>make connections, colored pencils or highlighters can be used so students can connect steps or events using the same color.</p> <p>Read-Pair-Share. The Read-Pair-Share strategy is based on the idea that readers summarize and clarify more easily with peer support. Summarizing helps students demonstrate literal comprehension, and clarifying helps students ask and answer questions about text. This strategy will help students keep the connections clear in the students' minds.</p> <p>CAFÉ STRATEGIES: Recognize and explain cause-and-effect relationships</p> <p><u>Marzano's Strategies for use in Reading: Informational Text include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p>	<p>Graphic Organizers Trade Books Reader's and Writer's notebooks www.thedailycafe.com/ www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets) www.starfall.com www.havefunteaching.com www.brainpopjr.com www.fcrr.org www.busyteacherscafe.com www.readingandwritingproject.com (The Reading and Writing Project) www.readwritethink.org www.abcfastphonics.com/ (phonics) www.kidzone.ws/phonics/index.htm (phonics) www.spellingcity.com Fairy Tale, Fable, and Folktale Charts American Folklore collection, http://www.americanfolklore.net/ Kent Intermediate School District grade level genre book list linkMichigan Reading Association Genre Study Bookmarks, Grade 3-5, http://www.michiganreading.org/ Interest Inventories http://teacher.scholastic.com/clifford1/flash/phonics/inde</p>
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<p>another event, draws a picture, and write two pieces of information that make that event unique from the event on the other side. On a piece of paper or index card write two commonalities the events have in common and put it in the bag , or the student could place an object in the bag that would represent a commonality of the two events. Grouping: partner or individual</p>	<p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: - Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. - Tell students if homework is for practice or preparation for upcoming units. - Maximize the effectiveness of feedback by varying the way it is delivered.</p> <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: - Assign timed quizzes for homework and have students report on their speed and accuracy. - Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Nonlinguistic Representations According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications: - Incorporate words and images using symbols to represent relationships. - Use physical models and physical movement to represent information.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: - Pause briefly after asking a question. Doing so will increase the depth of your students' answers. - Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during Reading: Informational Text include, but are not limited to:</u> Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up. Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects</p>	<p>x.htm Initial sound identification game http://pbskids.org/lions/games/ears.html http://www.hubbardscupboard.org/printable_booklets.html http://www.enchantedlearning.com/rhymes/Teachers.shtml Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
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	<p>on others.</p> <p>Applying Past Knowledge to New Situations</p> <p>Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
connection, text, sequence of events	WHAT CONNECTION EXISTS BETWEEN THE SEQUENCE OF EVENTS?	

GRADE: 2nd	SUBJECT: ELA	STRAND: Reading: Informational Text	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.RI.4</p>	<p>Description: DETERMINE THE MEANING OF WORDS AND PHRASES IN A TEXT RELEVANT TO A GRADE 2ND TOPIC OR SUBJECT AREA.</p>		
	<p>Students are required to find out word meanings and phrases that are specific to grade 2. As students continue to build the skill of using text features to find information with proficiency, they need to be able to use captions, bold print, subheadings, glossaries, electronic menus, icons, etc. to analyze the text information. Students are required to tell the main purpose of a text according to what the author wants the reader to know.</p>		
	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What features in the text help you find important information about what you are reading? • How do the subheadings help you understand what you are reading? • How does the glossary help you? • How does bold print help you? • Why do you think the author wrote this text? • What does the author want you to learn from this text? 		
	<p>ACT/Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		
<p>Board Objective: I CAN determine the meaning of unknown words to help me understand what I read.</p>			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Give a group of students a set of cards with short passages or sentences written on them that have words or phrases underlined. Give them a set of cards that has the meanings of those underlined words or phrases. The students are to work together to match the two sets of cards. Grouping: small or partner</p> <p>During small group</p>	<p>Frayer Model. This graphic organizer allows students to place the new vocabulary term in the center and lists essential characteristics, nonessential characteristics, examples and non-examples.</p> <p>Strategy Procedure. A concept/word is selected to be analyzed. A 4-block organizer is completed in pairs or small groups. The categories of the 4 blocks are: Definition (in own words), Characteristics, Examples (from text or own life), and Non-Examples.</p> <p>Concept Definition Map. This map is a graphic representation that helps students understand the essential attributes, qualities, or characteristics of a word's meaning. It is also a strategy for teaching students the meaning of a key concept by having students describe the concept and cite examples of it.</p> <p>Experience Text Relationship (ETR). ETR is particularly helpful with English Language Learners because their background knowledge and experiences needed to comprehend English are, likely, in their first language. ETR accesses prior knowledge needed to connect with a particular text.</p> <p>E (Experience)- Teacher and students discuss students' knowledge and experiences related to the topic or theme of the text.</p> <p>T (Text)- Next examine the title and pictures. A purpose for reading is given by the teacher, and students</p>	<p>Reading and Language Resources:</p> <p>Technology- Smart Board/Projector (www.smartexchange.com)</p> <p>Curriculum Crafter Performance Series</p> <p>Achievement Series</p> <p>Study Island- www.studyisland.com</p> <p>MLPP</p> <p>DIBELS</p> <p>Graphic Organizers</p> <p>Trade Books</p> <p>Reader's and Writer's notebooks</p> <p>www.thedailycafe.com/</p>	

<p>time while reading, stop and ask a student the meaning of a certain word or phrase in the text. Ask what clues did they use to determine the meaning(s). You can record their responses. Remind them to use context clues and background knowledge. Grouping: small</p>	<p>make predictions. Then, students are assigned short sections of text to read on their own. After reading each section, a discussion takes place to verify purposes for reading and make predictions. This continues throughout the analysis of text.</p> <p>R (Relationship)- Teacher poses questions and leads a discussion that emphasizes the relationships between student experiences and text information.</p> <p>CAFÉ STRATEGIES: Cross checking... do the pictures and/or words look right? Do they sound right? Do they make sense? Read appropriate-level texts that are a good fit Use prior knowledge and context to predict and confirm meaning</p> <p><u>Marzano’s Strategies for use in Reading: Informational Text include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p>	<p>www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets) www.starfall.com www.havefunteaching.com www.brainpopjr.com www.fcrr.org www.busyteacherscafe.com www.readingandwritingproject.com (The Reading and Writing Project) www.readwritethink.org www.abcfastphonics.com/(phonics) www.kidzone.ws/phonics/index.htm (phonics) www.spellingcity.com Fairy Tale, Fable, and Folktale Charts American Folklore collection, http://www.americanfolklore.net/ Kent Intermediate School District grade level genre book list link Michigan Reading Association Genre Study Bookmarks, Grade 3-5, http://www.michiganreading.org/ Interest Inventories http://teacher.scholastic.com/clifford1/flash/phonics/index.htm Initial sound identification game http://pbskids.org/lions/games/ears.html</p>
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Homework and Practice

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

Applications:

- Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.
 - Tell students if homework is for practice or preparation for upcoming units.
 - Maximize the effectiveness of feedback by varying the way it is delivered.
- Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

- Assign timed quizzes for homework and have students report on their speed and accuracy.
- Focus practice on difficult concepts and set aside time to accommodate practice periods.

Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

- Incorporate words and images using symbols to represent relationships.
- Use physical models and physical movement to represent information.

Cues, Questions, and Advanced Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

- Pause briefly after asking a question. Doing so will increase the depth of your students' answers.
- Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.

Habits of Mind to be implemented during Reading: Informational Text include, but are not limited to:**Persisting**

Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

Thinking About Our Thinking (Metacognition)

Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects

http://www.hubbardscupboard.org/printable_booklets.html

<http://www.enchantedlearning.com/rhymes/Teachers.shtml>

Literacy Mats

On Point Posters

Words Their Way

No More Letter of the Week

Phonics Things

Alphabet chart

Kissman Word Banners

	<p>on others.</p> <p>Applying Past Knowledge to New Situations</p> <p>Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
word meaning, phrase	WHAT IS THE MEANING OF AN UNKNOWN WORD?	

GRADE: 2 nd	SUBJECT: ELA	STRAND: Reading: Informational Text	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.RI.5</p>	<p>Description: KNOW AND USE VARIOUS TEXT FEATURES (E.G., CAPTIONS, BOLD PRINT, SUBHEADINGS, GLOSSARIES, INDEXES, ELECTRONIC MENUS, ICONS) TO LOCATE KEY FACTS OR INFORMATION IN A TEXT EFFICIENTLY.</p> <p>Students are required to find out word meanings and phrases that are specific to grade 2. As students continue to build the skill of using text features to find information with proficiency, they need to be able to use captions, bold print, subheadings, glossaries, electronic menus, icons, etc. to analyze the text information. Students are required to tell the main purpose of a text according to what the author wants the reader to know.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What features in the text help you find important information about what you are reading? • How do the subheadings help you understand what you are reading? • How does the glossary help you? • How does bold print help you? • Why do you think the author wrote this text? • What does the author want you to learn from this text? <p>ACT/Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Board Objective: I CAN use text features to help me locate facts and information in a text.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Students participate in a text feature scavenger hunt. Give students a list of features to look for in the text. They are to record the feature with the page number, and write each feature's purpose. Grouping: partner or individual</p> <p>With a partner, students search through a given text and record any text features they encounter and write its purpose.</p>	<p>Text Features. Ask students to open a content area book and discuss the features that assist them with finding information. Students could be asked to discuss text features they notice instead of having them pointed out by the teacher.</p> <p>Feature Chart. Have students create a classroom chart showing the purpose of each feature and why each feature is useful. This chart can remain up throughout the year.</p> <p>Using a website such as the ones listed above, allow students to locate the same type of text features on a web page. How are they similar? (colors and font variations, tabs to click on like a table of contents, bold faced words, icons) Are there any advantages to using a book over a webpage? Vice-versa? How do text features help a reader understand informational text? Several units on text features for grade levels 1-5 are designed at the Center for Innovation at Indiana University's website.</p> <p>CAFÉ STRATEGIES: Use text features (titles, headings, captions, graphic features)</p>	<p>Reading and Language Resources: Technology- Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series Achievement Series Study Island- www.studyisland.com MLPP DIBELS Graphic Organizers Trade Books Reader's and Writer's notebooks</p>	

<p>Grouping: partner</p> <p>In a text, review the title, subheadings, bold words, and captions. Have students write on a sticky note what they think the passage is mainly about, and a question they would like to have answered. Then have students share what they wrote with the group. Grouping: whole or small</p> <p>Ask students questions about the text where they will need to use various text features to find the answers. Have students explain what text feature they used and give the answer to the question. Teachers could use a graphic organizer for students to record. Grouping: small or individual</p> <p>Have each student point to text feature that the teacher asks about from the book. Invite a student to explain how the feature helps him understand the passage. Grouping:</p>	<p><u>Marzano’s Strategies for use in Reading: Informational Text include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p>	<p>www.thedailycafe.com/ www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets) www.starfall.com www.havefunteaching.com www.brainpopjr.com www.fcrr.org www.busyteacherscafe.com www.readingandwritingproject.com (The Reading and Writing Project) www.readwritethink.org www.abcfastphonics.com/ (phonics) www.kidzone.ws/phonics/index.htm (phonics) www.spellingcity.com Fairy Tale, Fable, and Folktale Charts American Folklore collection, http://www.americanfolklore.net/ Kent Intermediate School District grade level genre book list linkMichigan Reading Association Genre Study Bookmarks, Grade 3-5, http://www.michiganreading.org/ Interest Inventories http://teacher.scholastic.com/clifford1/flash/phonics/index.htm Initial sound identification game http://pbskids.org/lions/gam</p>
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<p>whole or small References:</p>	<p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Nonlinguistic Representations According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications: -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during Reading: Informational Text include, but are not limited to:</u></p> <p>Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	<p>es/ears.html http://www.hubbardscupboard.org/printable_booklets.html http://www.enchantedlearning.com/rhymes/Teachers.shtml Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>text feature, caption, bold print, subheading, glossary, index, icon</p>	<p>WHAT ARE TEXT FEATURES? WHY DO WE USE TEXT FEATURES?</p>	

GRADE: 2nd	SUBJECT: ELA	STRAND: Reading: Informational Text	MONTH(S) TAUGHT:
CODE: ELA.2.RI.6	Description: IDENTIFY THE MAIN PURPOSE OF A TEXT, INCLUDING WHAT THE AUTHOR WANTS TO ANSWER, EXPLAIN, OR DESCRIBE.		
	Students are required to find out word meanings and phrases that are specific to grade 2. As students continue to build the skill of using text features to find information with proficiency, they need to be able to use captions, bold print, subheadings, glossaries, electronic menus, icons, etc. to analyze the text information. Students are required to tell the main purpose of a text according to what the author wants the reader to know.		
	Use questions and prompts such as: <ul style="list-style-type: none"> • What features in the text help you find important information about what you are reading? • How do the subheadings help you understand what you are reading? • How does the glossary help you? • How does bold print help you? • Why do you think the author wrote this text? • What does the author want you to learn from this text? 		
ACT/Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.			
Board Objective: I CAN identify the main purpose of the author’s writing to help me better understand what I read.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Give students a description, ask what the author’s purpose is and have them explain their answers. (e.g., Sydney’s mom wrote a note to Mrs. Davis to explain why she would be absent the next two days. Author’s purpose: to inform, Explain: The note was written to give the teacher information.) Do this orally in small group using several descriptions. Grouping:	<p>Two-Column Notes. Two-column notes help students think critically about text and provide focused comprehension practice. Students divide their papers into two columns. They should label the left column Main Idea and the right column Details. As students read and take notes, they should write the main idea on the left and the details of that main idea in the right hand column. As a new subtopic is introduced, students should add new main ideas and details next to the main idea. Other variations of Two-Column notes include Question/Answer and Cause/Effect.</p> <p>3-2-1 Strategy. Students can use the 3-2-1 strategy to identify the main purpose of the text. This strategy involves writing about three discoveries, two interesting ideas, and one question students still have after reading the text. After teacher modeling, students read a text independently and use the 3-2-1 strategy to comprehend what they read.</p> <p>Questioning the Author. Begin by discussing with students that nonfiction books are written by authors with various writing styles which may be unclear or confusing to some. Students then read passages from selected texts. The teacher then asks questions such as: “What is the author trying to tell you? Why is the author trying to tell you that? Is that expressed clearly?” As students identify confusions in the text, the teacher prompts them to</p>		Reading and Language Resources: Technology- Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series Achievement Series Study Island- www.studyisland.com MLPP DIBELS Graphic Organizers Trade Books Reader’s and Writer’s notebooks www.thedailycafe.com/ www.readingatoz.com

<p>small</p> <p>Descriptions are written on cards. Students work with a partner, take turns reading a description and telling the author's purpose. Next students explain responses. Grouping: partner</p> <p>Students write a description on one side of a card. On the other side, they write the author's purpose and an explanation. Students create three cards of the author's purpose: to inform, to persuade, and to entertain. Working with a partner, students exchange cards. They each read the description on a card and tell the other what the author's purpose is. Next each student explains his response. Grouping: partner or individual</p>	<p>communicate those ideas in a language that is clearer to them by asking questions such as: "How could the author have expressed the ideas more clearly? What would you want the author to have written instead?" By transforming the author's ideas into their own, students display comprehension.</p> <p><u>Marzano's Strategies for use in Reading: Informational Text include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.</p>	<p>(leveled readers, comprehension tests, and skills worksheets)</p> <p>www.starfall.com</p> <p>www.havefunteaching.com</p> <p>www.brainpopjr.com</p> <p>www.fcrr.org</p> <p>www.busyteacherscafe.com</p> <p>www.readingandwritingproject.com (The Reading and Writing Project)</p> <p>www.readwritethink.org</p> <p>www.abcfastphonics.com/ (phonics)</p> <p>www.kidzone.ws/phonics/index.htm (phonics)</p> <p>www.spellingcity.com</p> <p>Fairy Tale, Fable, and Folktale Charts</p> <p>American Folklore collection, http://www.americanfolklore.net/</p> <p>Kent Intermediate School District grade level genre book list linkMichigan Reading Association Genre Study Bookmarks, Grade 3-5, http://www.michiganreading.org/</p> <p>Interest Inventories http://teacher.scholastic.com/clifford1/flash/phonics/index.htm</p> <p>Initial sound identification game http://pbskids.org/lions/games/ears.html</p> <p>http://www.hubbardscupboa</p>
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	<p>-Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Nonlinguistic Representations According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications: -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during Reading: Informational Text include, but are not limited to:</u></p> <p>Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	<p>rd.org/printable_booklets.html http://www.enchantedlearning.com/rhymes/Teachers.shtml Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>main purpose, author, answer, explain,</p>	<p>WHAT IS THE PURPOSE OF A TEXT?</p>	

describe,	
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GRADE: 2nd	SUBJECT: ELA	STRAND: Reading: Informational Text	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.RI.7</p>	<p>Description: EXPLAIN HOW SPECIFIC IMAGES (E.G., A DIAGRAM SHOWING HOW A MACHINE WORKS) CONTRIBUTE TO AND CLARIFY TEXT.</p> <p>Students are required to integrate visual and print information to clarify understanding. At this level, students should also be able describe the author’s reasoning by finding support within the text.</p> <p>Second grade students are required to identify the most important points in a text. Then, they should be able to find similarities and differences in the points they have indentified when reading about two texts that share the same topic.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How does the diagram/image help you understand what you are reading? • Can you tell ways the author uses specific information in a text to help you understand? • Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? • Look at these two texts about the same topic. What is the same about the points presented in these two texts? What is different? 		
	<p>ACT/Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p>		
	<p>Board Objective: I CAN explain how diagrams can help me understand what I read.</p>		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Have students create a diagram and label it to show how something works. If working as partners, share and discuss with another partner group or if done individually, they can share and discuss with another student, small group, or the whole class. Encourage the</p>	<p>Sticky Notes. Click on the digital images located here. Some photos are not labeled as a diagram but could easily be made into a diagram. This strategy suggestion will work with any book that has diagrams. A link above will assist in finding free images for diagrams. Allow students to view a diagram. Using a sticky note, cover the labels on a diagram and study the picture closely. As students are able to guess what they will be studying, ask questions such as what is missing from the diagram that might be useful? One by one, uncover the words and discuss what information the author gives. Ask students to explain how the image provides clarity and contributes to their understanding.</p> <p>Divide and Conquer. When Reading: Informational Text, divide students into groups of no more than three. Assign each group an image to analyze. Tell each group to list and share the key ideas each image communicates. Groups also analyze whether the image clarifies or does not clarify the meaning of the text.</p>		<p>Reading and Language Resources: Technology- Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series Achievement Series Study Island- www.studyisland.com MLPP DIBELS</p>

<p>students to ask questions about the other person's or group's diagram. Grouping: partner or individual</p> <p>Given a diagram, students can write two to three sentences explaining what the diagram is showing and how it connects to the text. Grouping: partner or individual</p> <p>After reading a piece of informational text, allow students to work with a group of 2-4 students. Each group is to create a diagram to go with the text. Remind the students that the diagram should help explain the text. Then have each group share their diagram and explain how it helps clarify what the text says. Grouping: small</p>	<p>Missing Text. Give students a diagram without labels or text. In pairs have the students create a caption or text they think will match the diagram. They can also give the diagram a title.</p> <p>CAFÉ STRATEGIES: Use the pictures... do the words and pictures match?</p> <p><u>Marzano's Strategies for use in Reading: Informational Text include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the</p>	<p>Graphic Organizers Trade Books Reader's and Writer's notebooks www.thedailycafe.com/ www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets) www.starfall.com www.havefunteaching.com www.brainpopjr.com www.fcrr.org www.busyteacherscafe.com www.readingandwritingproject.com (The Reading and Writing Project) www.readwritethink.org www.abcfastphonics.com/ (phonics) www.kidzone.ws/phonics/index.htm (phonics) www.spellingcity.com Fairy Tale, Fable, and Folktale Charts American Folklore collection, http://www.americanfolklore.net/ Kent Intermediate School District grade level genre book list link Michigan Reading Association Genre Study Bookmarks, Grade 3-5, http://www.michiganreading.org/ Interest Inventories http://teacher.scholastic.com/clifford1/flash/phonics/inde</p>
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<p>student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Nonlinguistic Representations</p> <p>According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it. <p><u>Habits of Mind to be implemented during Reading: Informational Text include, but are not limited to:</u></p> <p>Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	<p>x.htm</p> <p>Initial sound identification game http://pbskids.org/lions/games/ears.html</p> <p>http://www.hubbardscupboard.org/printable_booklets.html</p> <p>http://www.enchantedlearning.com/rhymes/Teachers.shtml</p> <p>Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
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VOCABULARY:	ESSENTIAL QUESTIONS:
diagram, image, clarify	WHAT IS A DIAGRAM? HOW DOES IT HELP PROVIDE INFORMATION?

GRADE: 2nd	SUBJECT: ELA	STRAND: Reading: Informational Text	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.RI.8</p>	<p>Description: DESCRIBE HOW REASONS SUPPORT SPECIFIC POINTS THE AUTHOR MAKES IN A TEXT. Students are required to integrate visual and print information to clarify understanding. At this level, students should also be able describe the author’s reasoning by finding support within the text.</p> <p>Second grade students are required to identify the most important points in a text. Then, they should be able to find similarities and differences in the points they have indentified when reading about two texts that share the same topic.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How does the diagram/image help you understand what you are reading? • Can you tell ways the author uses specific information in a text to help you understand? • Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? • Look at these two texts about the same topic. What is the same about the points presented in these two texts? What is different? 		
	<p>ACT/Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>		
	<p>Board Objective: I CAN describe how reasons support specific points the author makes in a text to help me understand what I read.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>After reading an informational text piece, ask students to identify the key/specific points. Then ask students what reasons are in the text to support those key/specific points and how the reasons support the key/specific points. Grouping: whole, small</p> <p>Students complete the graphic organizer below. The teacher will fill in the author’s point, and the students fill in</p>	<p>Read to Discover. This strategy helps students learn to locate information related to a given prompt, provide reasons for their answers, and identify pertinent information in nonfiction text by rereading and retrieving information. The teacher explains to the students they are going to practice looking for specific information while reading. Students read independently, and the teacher pulls a pre-written “prompt” out of “prompt container.” Students then reread to locate appropriate information to respond to the prompt and support their response. Students then signal when they have located the information. Responses can be shared in small groups or partners.</p> <p>Selective Underlining. Teacher models the use of underlining as one way to organize information in texts. By projecting a text for the class to see, the teacher reads through the selection. Then students reread and begin underlining words and phrases that represent key ideas. As these think-alouds progress, main ideas can be underlined in one color, while details are underlined in another color. When main points are not explicit, words can be generated and written in margins in the appropriate color.</p> <p>Read and Reread. In order for students to describe the reasons an author makes specific points, many students will need to read a text more than once. When reading a second or even a third time, students will need to make notes or marks to show their thinking each time they read. Students should note how the author presents and supports a specific point in a text. They can</p>	<p>Reading and Language Resources:</p> <p>Technology- Smart Board/Projector (www.smartexchange.com)</p> <p>Curriculum Crafter Performance Series Achievement Series Study Island- www.studyisland.com</p> <p>MLPP</p> <p>DIBELS</p> <p>Graphic Organizers Trade Books Reader’s and Writer’s notebooks</p> <p>www.thedailycafe.com/ www.readingatoz.com</p>	

<p>the other two columns titled “Reasons” and “How/Why does the reason support the point?” Students can then share some of their recordings. Grouping: small, partner, individual</p> <p>After reading an informational text piece, give students a copy of a fish graphic organizer. Each student is to locate a key point that the author makes and write it in the center of the fish and then write any supporting reason on the bones going diagonally. Students can then turn the paper over and write a sentence or two explaining how those reasons support the key point.</p>	<p>record these points on a sticky note or graphic organizer.</p> <p>CAFÉ STRATEGIES: Infer and support with evidence Determine and analyze author’s purpose and support with text</p> <p><u>Marzano’s Strategies for use in Reading: Informational Text include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p>	<p>(leveled readers, comprehension tests, and skills worksheets) www.starfall.com www.havefunteaching.com www.brainpopjr.com www.fcrr.org www.busyteacherscafe.com www.readingandwritingproject.com (The Reading and Writing Project) www.readwritethink.org www.abcfastphonics.com/ (phonics) www.kidzone.ws/phonics/index.htm (phonics) www.spellingcity.com Fairy Tale, Fable, and Folktale Charts American Folklore collection, http://www.americanfolklore.net/ Kent Intermediate School District grade level genre book list link Michigan Reading Association Genre Study Bookmarks, Grade 3-5, http://www.michiganreading.org/ Interest Inventories http://teacher.scholastic.com/clifford1/flash/phonics/index.htm Initial sound identification game http://pbskids.org/lions/games/ears.html http://www.hubbardscupboa</p>
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	<p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Nonlinguistic Representations According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications: -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during Reading: Informational Text include, but are not limited to:</u></p> <p>Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	<p>rd.org/printable_booklets.html http://www.enchantedlearning.com/rhymes/Teachers.shtml Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	

reasons, support, author	WHAT ARE SPECIFIC POINTS?		
GRADE: 2nd	SUBJECT: ELA	STRAND: Reading: Informational Text	MONTH(S) TAUGHT:
CODE: ELA.2.RI.9	<p>Description: COMPARE AND CONTRAST THE MOST IMPORTANT POINTS PRESENTED BY TWO TEXTS ON THE SAME TOPIC.</p> <p>Students are required to integrate visual and print information to clarify understanding. At this level, students should also be able describe the author’s reasoning by finding support within the text.</p> <p>Second grade students are required to identify the most important points in a text. Then, they should be able to find similarities and differences in the points they have indentified when reading about two texts that share the same topic.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How does the diagram/image help you understand what you are reading? • Can you tell ways the author uses specific information in a text to help you understand? • Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? • Look at these two texts about the same topic. What is the same about the points presented in these two texts? What is different? <p>ACT/Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Board Objective: I CAN compare and contrast important points in two stories to help me understand a topic.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Students create a checklist of key points the texts have in common, as well as make a list of points each text has as its own.</p> <p>Grouping: small, partner, individual</p> <p>Venn Diagram.</p> <p>Students complete a Venn diagram to compare and contrast the texts. They could write responses on the chart paper, handout, or use sticky notes to put on a chart. Grouping:</p>	<p>Semantic Feature Analysis. A chart is used to compare terminology/subjects by its features or characteristics. An SFA is a visual representation of how the terms/subjects are similar or different.</p> <p>Semantic Feature Analysis can be used with any content subject area.</p> <p>Strategy Practice: Choose a subject of study, create a table with the subjects of study in the left column, and list the features or characteristics common to the subject in the top row. As students read/reflect on reading- they will place a + sign to indicate where the feature applies to the subjects. The completed table will provide a visual tool for comparison.</p> <p>Think-Pair-Share. A discussion strategy that enables each student to be an active participant. Begin by suggesting a topic or asking a question. Ask students to think for a few minutes about how they will respond. Pair students, and ask them to discuss their ideas. Conclude by having students share their ideas they discussed in their pair within a whole group discussion.</p> <p>2-2-2. Students read two texts on the same topic. After reading, students identify two similarities and two differences between the texts. This can be adapted to 3-3-3, to be completed in the same way as 2-2-2.</p>	<p>Reading and Language Resources:</p> <p>Technology- Smart Board/Projector (www.smartexchange.com)</p> <p>Curriculum Crafter Performance Series</p> <p>Achievement Series</p> <p>Study Island- www.studyisland.com</p> <p>MLPP</p> <p>DIBELS</p> <p>Graphic Organizers</p> <p>Trade Books</p> <p>Reader’s and Writer’s notebooks</p> <p>www.readingatoz.com (leveled readers,</p>	

<p>small, partner, individual</p>	<p>CAFÉ STRATEGIES: Compare and contrast within and between text</p>	<p>comprehension tests, and skills worksheets) www.starfall.com</p>
<p>Sentence Writing. Students write two sentences that tell how the texts are alike and two sentences that tell how they texts are different. Grouping: partner or individual</p>	<p><u>Marzano’s Strategies for use in Reading: Informational Text include, but are not limited to:</u> Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p>	<p>www.havefunteaching.com www.brainpopjr.com www.fcrr.org www.busyteacherscafe.com www.readingandwritingproject.com (The Reading and Writing Project) www.readwritethink.org www.abcfastphonics.com/</p>
<p>Tri-fold Brochure. After reading two texts on the same topic (teacher-read or student- read).</p>	<p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p>	<p>(phonics) www.kidzone.ws/phonics/index.htm (phonics) www.spellingcity.com</p>
<p>All students can complete this activity with the same two texts. Or the teacher can organize students into groups and allow students to choose the two texts and topic they would like to read more about. Students then create a</p>	<p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p>	<p>Fairy Tale, Fable, and Folktale Charts American Folklore collection, http://www.americanfolklore.net/ Kent Intermediate School District grade level genre book list linkMichigan Reading Association Genre Study Bookmarks, Grade 3-5,</p>
<p>tri-fold brochure out of a large 11x14 or 12x18 piece of construction paper. They can decorate the front of their brochure to reflect the topic of the two readings. When it is opened flat, students write the title of one text on the left and will list information that is</p>	<p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned. Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units.</p>	<p>http://www.michiganreading.org/ Interest Inventories http://teacher.scholastic.com/clifford1/flash/phonics/index.htm Initial sound identification game http://pbskids.org/lions/games/ears.html http://www.hubbardscupboard.org/printable_booklets.ht</p>

<p>specific to this text. They will write the title of the second text at the top of the right side and will list information that is specific to this text. The middle is for information that both texts have in common. Students can write and/or draw on all three sections. Students can then share their information. Grouping: small, partner, individual.</p>	<p>-Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice. Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Nonlinguistic Representations According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity. Applications: -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during Reading: Informational Text include, but are not limited to:</u> Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up. Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others. Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	<p>ml http://www.enchantedlearning.com/rhymes/Teachers.shtml Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>compare, contrast, points, topic</p>	<p>WHAT DOES COMPARE AND CONTRAST MEAN? WHAT ARE THE MOST IMPORTANT POINTS?</p>	

GRADE: 2nd	SUBJECT: ELA	STRAND: Reading: Informational Text	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.RI.10</p>	<p>Description: BY THE END OF THE YEAR, READ AND COMPREHEND INFORMATIONAL TEXTS, INCLUDING HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL TEXTS, IN THE GRADES 2-3 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE. Students are required to read informational text in the grade 2-3 text complexity band proficiently with scaffolding as needed.</p> <p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>ACT/Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Board Objective: I CAN read and comprehend literature to become a better reader.</p>		
<p>ASSESSMENTS:</p> <p>3-2-1 Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered. Grouping: individual Annotation Notation Rubric. Have students use the following symbols to show understanding of the text: The main idea (Draw a</p>	<p>STRATEGIES:</p> <p>Reciprocal Teaching. Created by Palinscar and Brown (1984), Reciprocal Teaching involves for comprehension strategies: summarizing, questioning, clarifying, and predicting. Students can work in groups of four while reading a selection. Each student has a role: summarizer, questioner, clarifier, or predictor. Each role has a defined task: Summarizer- highlight key ideas, Questioner- identifies unclear or puzzling parts of the text and poses any questions about the text, Clarifier- attempts to clarify and answer any questions the Questioner may have had, Predictor- offers possibilities of what may come next in the reading. There is no set order for each role to participate. The comprehension conversation should flow in a natural order, which each student assuming their assigned role. Student roles should change regularly.</p> <p>Tracking Symbols. While reading a selection, students track their thinking by using symbols to mark the text. Some symbols may include: “?” for words that couldn’t be decoded or confusing parts of the text, “!” for new information, “*” (asterisk) for interesting parts of the text. These symbols are used to guide meaningful conversations after reading. Depending on the type of text used, students can write directly on the page or write symbols on small sticky notes and mark points in the text with sticky notes.</p>	<p>RESOURCES:</p> <p>Reading and Language Resources: Technology- Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series Achievement Series Study Island- www.studyisland.com MLPP DIBELS Graphic Organizers Trade Books Reader’s and Writer’s notebooks</p>	

<p>box around the main idea.) _____ Details (Underline the details.) Words to remember (Circle key words to remember.) Write a summary</p> <p>Grouping: partner or individual</p> <p>Have students read an article or piece of nonfiction at the appropriate grade level aloud to the teacher. Note any miscues. Then have students tell you in a few sentences the main idea and supporting details of the piece. You may decide to use a checklist for this assessment for each student. Grouping: individual</p>	<p>CAFÉ STRATEGIES: Abundant easy reading Read appropriate-level texts that are a good fit</p> <p>Marzano’s Strategies for use in Reading: Informational Text include, but are not limited to:</p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time</p>	<p>www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets) www.starfall.com www.havefunteaching.com www.brainpopjr.com www.fcrr.org www.busyteacherscafe.com www.readingandwritingproject.com (The Reading and Writing Project) www.readwritethink.org www.abcfastphonics.com/ (phonics) www.kidzone.ws/phonics/index.htm (phonics) www.spellingcity.com Fairy Tale, Fable, and Folktale Charts American Folklore collection, http://www.americanfolklore.net/ Kent Intermediate School District grade level genre book list link Michigan Reading Association Genre Study Bookmarks, Grade 3-5, http://www.michiganreading.org/ Interest Inventories http://teacher.scholastic.com/clifford1/flash/phonics/index.htm Initial sound identification game http://pbskids.org/lions/games/ears.html</p>
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	<p>limit—that parents and students may not have considered.</p> <ul style="list-style-type: none"> -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Nonlinguistic Representations</p> <p>According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it. <p><u>Habits of Mind to be implemented during Reading: Informational Text include, but are not limited to:</u></p> <p>Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	<p>http://www.hubbardscupboard.org/printable_booklets.html</p> <p>http://www.enchantedlearning.com/rhymes/Teachers.shtml</p> <p>Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
informational texts, technical texts,	ARE WE READING AND COMPREHENDING GRADE LEVEL INFORMATIONAL TEXTS?	

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GRADE: 2nd	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
CODE: ELA.2.RF.3A	Description: DISTINGUISH LONG AND SHORT VOWELS WHEN READING REGULARLY SPELLED ONE-SYLLABLE WORDS.		
	Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development.		
	Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look for chunks you know and say them. • Look at the beginning of the word and try it again. • Look at the end of the word and try it again. • Look at the word, does it look like ...? • You said ...does it look like ...? 		
	ACT/Anchor Standard: N/A		
Board Objective: I can identify long and short vowels to help me read one-syllable words.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Reading: Foundational Skills strategies can be used as assessments. MLPP DIBELS Listen to students read a text including various regularly spelled one-syllable words aloud.	<p><u>Marzano’s Strategies for use in Reading: Foundational Skills include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition</p> <p>Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise. 	Reading and Language Resources: Technology- Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series Achievement Series Study Island-www.studyisland.com MLPP DIBELS Graphic Organizers Trade Books Reader’s and Writer’s notebooks www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets) www.starfall.com www.havefunteaching.com www.brainpopjr.com www.fcrr.org www.busyteacherscafe.com	

	<p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: - Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. - Tell students if homework is for practice or preparation for upcoming units. - Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: - Assign timed quizzes for homework and have students report on their speed and accuracy. - Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p><u>Habits of Mind to be implemented during Reading: Foundational Skills include, but are not limited to:</u></p> <p>Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<p>www.readingandwritingproject.com (The Reading and Writing Project) www.readwritethink.org www.abcfastphonics.com/ (phonics) www.kidzone.ws/phonics/index.htm (phonics) www.spellingcity.com Fairy Tale, Fable, and Folktale Charts American Folklore collection, http://www.americanfolklore.net/ Kent Intermediate School District grade level genre book list link Michigan Reading Association Genre Study Bookmarks, Grade 3-5, http://www.michiganreading.org/ Interest Inventories http://teacher.scholastic.com/clifford1/flash/phonics/index.htm Initial sound identification game http://pbskids.org/lions/games/ears.html http://www.hubbardscupboard.org/printable_booklets.html http://www.enchantedlearning.com/rhymes/Teachers.shtml Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
Long Vowel, short vowel	HOW CAN I TELL THE DIFFERENCE BETWEEN SHORT AND LONG VOWELS?	

GRADE: 2 nd	SUBJECT: ELA STRAND: Reading: Foundational Skills MONTH(S) TAUGHT:	
CODE: ELA.2.RF.3B	Description: KNOW AND APPLY GRADE-LEVEL PHONICS AND WORD ANALYSIS SKILLS IN DECODING WORDS. KNOW SPELLING-SOUND CORRESPONDENCES FOR ADDITIONAL COMMON VOWEL TEAMS. Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look for chunks you know and say them. • Look at the beginning of the word and try it again. • Look at the end of the word and try it again. • Look at the word, does it look like ...? • You said ...does it look like ...? 	
	ACT/Anchor Standard: There are no Anchor Standards for Foundational Skills.	
	Board Objective: I can identify spelling patterns using spelling-sound correspondences to help me decode and read new words.	
	ASSESSMENTS:	STRATEGIES:
<p>Students make words including those with variant correspondences by using letter tiles.</p> <p>-Place consonant, digraph, and diphthong tiles in paper bag and vowel tiles face up on table. Taking turns, students choose five tiles from the bag and two vowel tiles from the table (i.e., take the “e” and one other). Use the tiles to make as many words as possible. Read each word and record it on paper as it is made. Place tiles back in the bag and on the table. Select new tiles from the bag and the table and continue to make new words. Teacher evaluation</p> <p>Students make words, including those with variant correspondences, by using letter cards.</p>	<p>Students identify and sort different spelling patterns for long vowels.</p> <p>- Place header cards in a row face up along with the corresponding vowel pattern reference card. Place word cards face down in a stack at the center. Taking turns, students select the top card from the stack, read the word using the targeted long vowel sound (e.g., m__l, “/m/ /e/ /l/, meal”). Using the vowel pattern reference card, write the different vowel patterns in the blanks with the Vis-à-Vis® marker until the correct pattern is determined (e.g., “meal, /e/, ea”). Place word card in column under matching header card. Point to and read words in entire column starting with header card. Continue until all cards are sorted.</p> <p>Peer evaluation</p> <p>Students quickly identify letter-sounds and word parts in a card game.</p> <p>-Place letter-sound and word part cards in a stack face down at the center. Working in pairs, students sit side-by-side and place up to 15 letter-sound and word part cards face up in rows. Student one looks at the cards, says a sound or word part, and counts to five silently while student two quickly finds, points, and says the sound or word part. If the word part is identified before the count of five, student two picks up the card. Student</p>	<p>Assessments and Strategies for Foundational Skills are found on http://www.fcrr.org/studentactivities/02.htm</p> <p>Reading and Language Resources:</p> <p>Technology- Smart Board/Projector (www.smartexchange.com)</p> <p>Curriculum Crafter Performance Series Achievement Series Study Island- www.studyisland.com</p> <p>MLPP</p> <p>DIBELS</p> <p>Graphic Organizers</p> <p>Trade Books</p>

<p>- Place consonants, consonant digraphs, and other consonant combinations in the bag labelled consonants. Place vowels, diphthongs, and vowel digraphs in the bag labelled vowels. Provide students with a timer. Provide each student with a student sheet. Students each choose eight tiles from the consonants bag and five vowels from the vowels bag. Record selected letters on the student sheet. Set the timer for three minutes. Use the cards to make as many words as possible. Record words as they are made on the student sheet. Read words aloud after timer rings. Place cards back in the bag and select new cards from the bags and continue to make new words. Teacher evaluation</p> <p>Students quickly read syllables in a timed activity.</p> <p>-Place timer and header cards at the center. Stack the set of syllable cards face down and provide each student with a syllables correct per minute record. Taking turns, student one sets the timer for one minute, turns a card over, and prompts partner to read the syllable. If the syllable is read correctly, the student places the card in a pile on the “YES” card. If the syllable is read incorrectly, places it in a pile on the “NO” card. Continue the activity until the timer rings. Count the syllable cards in the “YES” pile and record the number on the syllables correct per minute record. Read cards in “NO” pile together.</p> <p>5. Repeat the activity at least two more</p>	<p>two replaces the card with a new letter-sound or word part card.</p> <p>If the letter-sound or word part card is not identified, student one points to the card and says another letter-sound or word part. Reverse roles and continue until all cards have been identified.</p> <p>Peer evaluation</p> <p>Students identify and match vowel digraphs by playing a card game.</p> <p>-Place the word cards face down in a stack. Each student takes five cards from the stack. The remaining cards in the stack are the “lake.” Students check their cards for pairs of vowel digraphs. Read the words, identify the vowel sound and vowel digraph, and place the matching pairs down. For example, “I have peek and seed, they have the /e/ vowel sound that is spelled with ‘ee’.” Student one asks for a word card that contains the same vowel digraph as one of the cards he is holding. For example, “Do you have a card that has an /ā/ sound and is spelled with ‘ai’?” If yes, student two gives it to student one who reads both words and target sounds. Places match down. If no, student two says, “Go fishing for a digraph!” Whether or not a match is made, student selects enough cards from the stack so that he is holding a total of five cards.</p> <p>Student two takes a turn. Continue game until all cards are matched. Peer evaluation</p> <p>CAFÉ STRATEGIES:</p> <p>Look carefully at letters and words</p> <p>Flip the sound</p> <p>Use beginning and ending sounds</p> <p>Blend sounds; stretch and reread</p> <p>Chunk letters and sounds together</p> <p>Recognize words at sight</p> <p>Practice common sight words and high-frequency words</p> <p>Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)</p> <p><u>Marzano’s Strategies for use in Reading: Foundational Skills include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition</p> <p>Effort and recognition speak to the attitudes and beliefs of students, and teachers must</p>	<p>Reader’s and Writer’s notebooks</p> <p>www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets)</p> <p>www.starfall.com</p> <p>www.havefunteaching.com</p> <p>www.brainpopjr.com</p> <p>www.fcrr.org</p> <p>www.busyteacherscafe.com</p> <p>www.readingandwritingproject.com (The Reading and Writing Project)</p> <p>www.readwritethink.org</p> <p>www.abcfastphonics.com/ (phonics)</p> <p>www.kidzone.ws/phonics/index.htm (phonics)</p> <p>www.spellingcity.com</p> <p>Fairy Tale, Fable, and Folktale Charts</p> <p>American Folklore collection,</p> <p>http://www.americanfolklore.net/</p> <p>Kent Intermediate School District grade level genre book list linkMichigan Reading Association Genre Study Bookmarks, Grade 3-5,</p> <p>http://www.michiganreading.org/</p> <p>Interest Inventories</p> <p>http://teacher.scholastic.com/clifford1/flash/phonics/index.htm</p> <p>Initial sound identification game</p>
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<p>times attempting to increase speed and accuracy. Reverse roles. Teacher/Peer evaluation</p> <p>Attack the Word Assessment</p> <ol style="list-style-type: none"> 1. Conduct the appropriate Word Attack Skills Test (Beginning or Immediate). 2. If the student correctly identifies a letter sound or word, mark a plus sign (+) in the blank. If the student gets an item incorrect, write exactly what the student said. 3. Continue testing until the student misses 4 consecutive items (although professional judgment may be used as to when it is appropriate to discontinue the test). 4. Develop Retest pages (both student and examiner copies) by writing down the letters or words that the student got wrong. For incorrect letter sounds, retest by writing both target letters and review letters (sounds said accurately on a consistent basis) on the Letter Sounds Retest sheets. Please provide multiple examples (e.g., 4) of the target letters. For incorrect words, retest by writing the target word, and at least three more examples of words that contain the same phonics element (e.g., ship, shop, shut, shed), on the Regular Words Retest sheets (examiner and student copies). Two copies are necessary because you need one to show the student and one to record the student's responses. 5. Retest and then use the results to design an intervention plan related to the phonics elements that were particularly challenging for the student. 	<p>show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise. <p>Homework and Practice</p> <p>Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p><u>Habits of Mind to be implemented during Reading: Foundational Skills include, but are not limited to:</u></p> <p>Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks</p>	<p>http://pbskids.org/lions/games/ears.html http://www.hubbardscupboard.org/printable_booklets.html http://www.enchantedlearning.com/rhymes/Teachers.shtml</p> <p>Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
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	Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.	
VOCABULARY:	ESSENTIAL QUESTIONS:	
long/short vowels vowel teams decode	HOW DOES THE SOUND AND SPELLING OF WORDS RELATE TO ONE ANOTHER?	

GRADE: 2 nd	SUBJECT: ELA	STRAND: Reading: Foundational Skills	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.RF.3C</p>	<p>Description: KNOW AND APPLY GRADE-LEVEL PHONICS AND WORD ANALYSIS SKILLS IN DECODING WORDS. DECODE REGULARLY SPELLED TWO-SYLLABLE WORDS WITH LONG VOWELS.</p>		
	<p>Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development.</p>		
	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look for chunks you know and say them. • Look at the beginning of the word and try it again. • Look at the end of the word and try it again. • Look at the word, does it look like ...? • You said ...does it look like ...? 		
	<p>ACT/Anchor Standard: There are no Anchor Standards for Reading: Foundational Skills.</p>		
<p>Board Objective: I can identify vowel patterns in regularly spelled two-syllable words with long vowels to help me become a better reader. I can decode regularly spelled two-syllable words with long vowels to help me read better.</p>			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Students segment and sort words by the number of syllables.</p> <p>-Place ice cream cone headers on a flat surface. Place word cards face down in a stack. Provide each student with a student sheet. Taking turns, students select the top card and read the word (e.g., “insect”). Say the word again segmenting it by syllables (i.e., “in-sect”). Count the number of syllables (i.e., “2”). Place the card on top of the ice cream cone that corresponds to the number of syllables in the word.</p>	<p>Students will sort words by syllable types.</p> <p>- Place header cards face up on a flat surface. Shuffle the word cards and place face down in a stack. Taking turns, students select the top card from the stack, read the word, and identify what type of syllable it is (e.g., “tennis, closed syllables” or “loop, vowel pair syllable”). Place in column under matching header card. Point to and read words in entire column starting with header card. Continue until all cards are sorted.</p> <p>Peer evaluation</p> <p>Students identify syllable patterns by playing a game.</p> <p>-Place trivia cards face down in a stack at the center. Provide each student with a different Syllable Trivia triangle and game pieces. Taking turns, students select the top card from the stack and read it (e.g., Has two syllables - both are closed). Look for word on triangle that fits description (e.g., basket). Read word and place game piece on that spot. Place trivia card in a discard pile.</p> <p>4. If no word is found which matches description, place trivia card at the bottom of the stack. Continue activity until all matches are made. Peer evaluation</p> <p>Students quickly read words in a timed activity.</p>		<p>Assessments and Strategies for Foundational Skills are found on http://www.fcrr.org/studentactivities/02.htm</p> <p>Reading and Language Resources: Technology- Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series Achievement Series</p>

<p>Continue until all words are sorted. Record words on student sheet. Teacher evaluation</p> <p>Students make three words using the same initial syllable. - Spread the initial syllable cards face up. Place the final syllable cards face down in a stack. Provide each student with a different student sheet. Students pick up the initial syllable cards that match the initial syllables on their student sheet. Taking turns, students select the top card on the stack and say the final syllable part. Match it to each initial syllable card saying initial syllable first, followed by the final syllable on the card. Do this until the two combined form a word or no word is formed. If word is formed, place final syllable with the initial syllable. Read the word. If no word is formed, place final syllable card on bottom of stack. Note: There will be three words formed with each initial syllable card. Continue until all cards are placed. Record the final syllable and word next to the corresponding initial syllables on the student sheet. Teacher evaluation</p> <p>Students segment and cut words into syllables.</p>	<p>-Place header cards face up and timer on a flat surface. Place the word cards face down in a stack. Provide each student with a words correct per minute graph. Taking turns, student one sets the timer for one minute, selects the top card, holds it up for partner to see, and prompts partner to read the word. If the word is read correctly, student one places the card in a pile on the “YES” card. If the word is read incorrectly, places it in a pile on the “NO” card. Continue until the timer rings. Count the word cards in the “YES” pile and record the number on the words correct per minute graph using a colored marker. Read words in “NO” pile together. Repeat the activity at least two more times attempting to increase speed and accuracy. Reverse roles. Peer evaluation</p> <p>Students segment words and record the number of syllables. - Place the word cards face up in a stack. Provide each student with a student sheet. Taking turns, students select the top card from the stack, read it, and say the syllables aloud. Check the back of the card for syllable segmentation. If incorrect, say the syllables correctly. Record word and number of syllables on the student sheet. Use hyphens to indicate syllables (e.g., har-mon-i-ca). Continue until all words and number of syllables are recorded. Write total number of syllables. Peer evaluation</p> <p>CAFÉ STRATEGIES: Look carefully at letters and words Flip the sound Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together Recognize words at sight Practice common sight words and high-frequency words Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)</p> <p><u>Marzano’s Strategies for use in Reading: Foundational Skills include, but are not limited to:</u> Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications: -Share stories about people who succeeded by not giving up.</p>	<p>Study Island- www.studyisland.com MLPP DIBELS Graphic Organizers Trade Books Reader’s and Writer’s notebooks www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets) www.starfall.com www.havefunteaching.com www.brainpopjr.com www.fcrr.org www.busyteacherscafe.com www.readingandwritingproject.com (The Reading and Writing Project) www.readwritethink.org www.abcfastphonics.com/ (phonics) www.kidzone.ws/phonics/index.htm (phonics) www.spellingcity.com Fairy Tale, Fable, and Folktale Charts American Folklore collection, http://www.america</p>
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<p>-Place scissors and glue at center. Provide one student with word sheet “A” and the other student with word sheet “B.” Provide each student with a student sheet. Taking turns, students read their words to each other.</p> <p>Cut one word at a time into syllables and glue separately in boxes on student sheet.</p> <p>Exchange sheets, read each syllable on a line, and then blend together to form word. Continue until all words are read.</p> <p>Teacher evaluation</p> <p>Students map graphemes to phonemes and mark syllables within words.</p> <p>-Provide the student with a student sheet. Student writes each word using phoneme-grapheme mapping (i.e., one grapheme per box). Underlines each vowel (i.e., single, r-controlled, and vowel teams).</p> <p>Swoops the syllables underneath the letters.</p> <p>Continues until the student sheet is complete. Teacher evaluation</p>	<p>-Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.</p> <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications:</p> <p>-Find ways to personalize recognition. Give awards for individual accomplishments.</p> <p>-“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice</p> <p>Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications:</p> <p>-Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.</p> <p>-Tell students if homework is for practice or preparation for upcoming units.</p> <p>-Maximize the effectiveness of feedback by varying the way it is delivered.</p> <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <p>-Assign timed quizzes for homework and have students report on their speed and accuracy.</p> <p>-Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p><u>Habits of Mind to be implemented during Reading: Foundational Skills include, but are not limited to:</u></p> <p>Striving for Accuracy and Precision</p> <p>Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks</p> <p>Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	<p>folklore.net/Kent Intermediate School District grade level genre book list linkMichigan Reading Association Genre Study Bookmarks, Grade 3-5, http://www.michiganreading.org/ Interest Inventories http://teacher.scholastic.com/clifford1/flash/phonics/index.htm</p> <p>Initial sound identification game http://pbskids.org/lions/games/ears.html</p> <p>http://www.hubbardscupboard.org/printable_booklets.html</p> <p>http://www.enchantedlylearning.com/rhymes/Teachers.shtml</p> <p>Literacy Mats</p> <p>On Point Posters</p> <p>Words Their Way</p> <p>No More Letter of the Week</p> <p>Phonics Things</p> <p>Alphabet chart</p> <p>Kissman Word Banners</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>long vowels decode syllables</p>	<p>WHAT ARE SYLLABLES? HOW DO WE DECODE WORDS?</p>	

vowel patterns
multi-syllable words

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GRADE: 2nd	SUBJECT: ELA	STRAND: Reading: Foundational Skills	MONTH(S) TAUGHT:
CODE: ELA.2.RF.3D	Description: KNOW AND APPLY GRADE-LEVEL PHONICS AND WORD ANALYSIS SKILLS IN DECODING WORDS. DECODE WORDS WITH COMMON PREFIXES AND SUFFIXES.		
	Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look for chunks you know and say them. • Look at the beginning of the word and try it again. • Look at the end of the word and try it again. • Look at the word, does it look like ...? • You said ...does it look like ...? 		
	ACT/Anchor Standard: There are no Anchor Standards for Reading: Foundational Skills.		
Board Objective: I can identify common suffixes and prefixes in words to help me understand the meaning of words. I can decode words with common prefixes and suffixes to help me understand the meaning of new words.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Students analyze words by identifying the base word and inflections. - Place word cards face down in a stack at the center. Provide each student with a whiteboard, marker, and student sheet. Taking turns, students select the top card from the stack and read it. Write the word on their whiteboards. Determine the base word and the inflection.	Students identify inflections and base words by playing a game. -Place word cards face down in a stack. Provide each student with a different base word board. Taking turns, students select the top card from the stack and read the word (e.g., “dreamer”). Identify the word parts, (e.g., “dream – er”). Look for base word on word board. If found, place word card on top of base word. If not found, place word card on bottom of stack. Play continues until word boards are filled. Peer evaluation Students sort words into words that have suffixes, prefixes, both prefixes and suffixes, and those that have no affixes. - Place header cards face up in a row. Place word cards face down in a stack. Taking turns, students select top word card and read it. Determine if the word has a prefix, suffix, both, or no affix. Place under the corresponding header. Continue until all word cards are sorted. Peer evaluation		Assessments and Strategies for Foundational Skills are found on http://www.fcrr.org/studentactivities/02.htm Reading and Language Resources: Technology- Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series

<p>Put a line between the base word and inflection. Record on student sheet. Teacher evaluation</p> <p>Students segment words into base words and affixes.</p> <p>-Place word cards face up at the center. Provide the student with a student sheet. Student selects one word card at a time and reads it. Writes word on student sheet. Underlines the base word. Circles the affixes. Records whether affixes are prefixes, suffixes, or both. Teacher evaluation</p> <p>Students combine base words and affixes to make new words.</p> <p>-Place base word cards in bag labelled base words. Place affix cards in bag labelled affixes. Provide students with a timer. Provide each student with a student sheet. Students each choose five cards from the base words bag and five cards from the affixes bag. Record selected base words and</p>	<p>Students group multisyllabic words containing the same base word.</p> <p>-Place base word cards face down in a stack. Place word cards face down in a separate stack. Students each select four cards from the base word stack. Read the words and place face up in a row. Taking turns, students select a card from the word stack. Read it (e.g., unconditional). Determine if the word is derived from one of their four base words (i.e., condition). If there is a correspondence, read the related words and place word card under corresponding base word. If there is no match, place card at the bottom of the stack. Continue until all word cards are placed.</p> <p>Peer evaluation</p> <p>Students add affixes to make words.</p> <p>-Place the affix cards face down in a stack. Place the base word cards face up in rows. Taking turns, students select the top card from the stack and say the name of the affix. Find a base word card that, when the affix is added will make a new (real) word. Read the new word and state whether the affix is a prefix or suffix. Write the new word on paper. Peer evaluation</p> <p>Students identify word components by doing a sort.</p> <p>-Place pocket chart at the center. Scatter word cards face up on a flat surface. Taking turns, students read the words and decide which are the base words. Place in top row of pocket chart. Read and place remaining word cards under the corresponding base word.</p> <p>Say the base and affix and/or inflection. Peer evaluation</p> <p>Students identify words by using advanced phonics-related clues.</p> <p>-Place clue cards face down in a stack. Provide each student with a different triangle and game pieces. Taking turns, students draw a card from the stack and read it (e.g., has three syllables, two syllables are closed, root is “rupt”). Look for word on triangle that fits description (i.e., disruptive). Read word and place game piece on that spot. Place clue card in a discard pile. If no word is found which matches description, place clue card at the bottom of the stack. Continue activity until all matches are made. Peer evaluation</p> <p>CAFÉ STRATEGIES:</p> <p>Look carefully at letters and words</p> <p>Flip the sound</p> <p>Use beginning and ending sounds</p> <p>Blend sounds; stretch and reread</p> <p>Chunk letters and sounds together</p> <p>Recognize words at sight</p> <p>Practice common sight words and high-frequency words</p>	<p>Achievement Series</p> <p>Study Island- www.studyisland.com</p> <p>MLPP</p> <p>DIBELS</p> <p>Graphic Organizers</p> <p>Trade Books</p> <p>Reader’s and Writer’s notebooks</p> <p>www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets)</p> <p>www.starfall.com</p> <p>www.havefunteaching.com</p> <p>www.brainpopjr.com</p> <p>www.fcrr.org</p> <p>www.busyteacherSAFE.com</p> <p>www.readingandwritingproject.com</p> <p>(The Reading and Writing Project)</p> <p>www.readwritethink.org</p> <p>www.abcfastphonics.com/ (phonics)</p> <p>www.kidzone.ws/phonics/index.htm (phonics)</p> <p>www.spellingcity.com</p> <p>Fairy Tale, Fable, and Folktale Charts</p> <p>American Folklore collection,</p>
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<p>affixes on student sheet. Set the timer for three minutes. Use the cards to make as many words as possible. Record words as they are made on the student sheet. Read words aloud after timer rings. Place words and affixes back in the bags and select new cards from the bags and continue to make new words. Teacher evaluation</p> <p>Students combine base words and affixes to make new words.</p> <p>- Place base word cards in a column and timer at the center. Scatter affix and inflection cards face up on a flat surface. Taking turns, student one sets timer for two minutes.</p> <p>Student two forms as many words as possible using a base word and at least one affix or inflection. Student one records words on paper as words are formed.</p> <p>Reverse roles and repeat activity attempting to make more words. Teacher evaluation</p>	<p>Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)</p> <p><u>Marzano’s Strategies for use in Reading: Foundational Skills include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition</p> <p>Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications:</p> <p>-Share stories about people who succeeded by not giving up.</p> <p>-Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.</p> <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications:</p> <p>-Find ways to personalize recognition. Give awards for individual accomplishments.</p> <p>-“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice</p> <p>Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications:</p> <p>-Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.</p> <p>-Tell students if homework is for practice or preparation for upcoming units.</p> <p>-Maximize the effectiveness of feedback by varying the way it is delivered.</p> <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <p>-Assign timed quizzes for homework and have students report on their speed and accuracy.</p> <p>-Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p><u>Habits of Mind to be implemented during Reading: Foundational Skills include, but are not limited to:</u></p> <p>Striving for Accuracy and Precision</p> <p>Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve</p>	<p>http://www.americanfolklore.net/KentIntermediateSchoolDistrictgradelevelgenrebooklistlinkMichiganReadingAssociationGenreStudyBookmarks, Grade 3-5, http://www.michiganreading.org/InterestInventorieshttp://teacher.scholastic.com/clifford1/flash/phonics/index.htm</p> <p>Initial sound identification game http://pbskids.org/lions/games/ears.html</p> <p>http://www.hubbardscupboard.org/printable_booklets.html</p> <p>http://www.enchantedlearning.com/rhymes/Teachers.shtml</p> <p>Literacy Mats</p> <p>On Point Posters</p> <p>Words Their Way</p> <p>No More Letter of the Week</p> <p>Phonics Things</p> <p>Alphabet chart</p> <p>Kissman Word Banners</p>
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	constantly.	
	<p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
syllable short/long vowel prefixes suffixes irregularly spelled words	WHAT ARE PREFIXES? WHAT ARE SUFFIXES? WHAT IS A BASE WORD?	

GRADE: 2nd	SUBJECT: ELA	STRAND: Reading: Foundational Skills	MONTH(S) TAUGHT:
CODE: ELA.2.RF.3E	Description: KNOW AND APPLY GRADE-LEVEL PHONICS AND WORD ANALYSIS SKILLS IN DECODING WORDS. IDENTIFY WORDS WITH INCONSISTENT BUT COMMON SPELLING-SOUND CORRESPONDENCES.		
	Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development.		
	Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look for chunks you know and say them. • Look at the beginning of the word and try it again. • Look at the end of the word and try it again. • Look at the word, does it look like ...? • You said ...does it look like ...? 		
	ACT/Anchor Standard: There are no Anchor Standards for Reading: Foundational Skills.		
Board Objective: I can identify chunks I know in words and say them to help decode unknown words. I can examine the beginning and ending of words to help decode the word. I can identify words with inconsistent but common spelling-sound correspondences to help me become a better reader.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Reading: Foundational Skills strategy activities can also be used as assessments. Attack the Word Assessment (http://www.idealconsultingservices.com/FORMS/WordAttackSkillsTest.pdf) 1. Conduct the appropriate Word Attack Skills Test (Beginning or Immediate). 2. If the student correctly identifies a	All strategies from ELA.2.RF.3a-d can be used for this standard) Students quickly read words in a timed activity. -Place header cards face up and timer on a flat surface. Place the word cards face down in a stack. Provide each student with a words correct per minute graph. Taking turns, student one sets the timer for one minute, selects the top card, holds it up for partner to see, and prompts partner to read the word. If the word is read correctly, student one places the card in a pile on the “YES” card. If the word is read incorrectly, places it in a pile on the “NO” card. Continue until the timer rings. Count the word cards in the “YES” pile and record the number on the words correct per minute graph using a colored marker. Read words in “NO” pile together. Repeat the activity at least two more times attempting to increase speed and accuracy. Reverse roles. Peer evaluation. CAFÉ STRATEGIES: Look carefully at letters and words Flip the sound Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together		Assessments and Strategies for Foundational Skills are found on http://www.fcrr.org/studentactivities/02.htm Reading and Language Resources: Technology- Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series Achievement Series Study Island- www.studyisland.com MLPP DIBELS Graphic Organizers

<p>letter sound or word, mark a plus sign (+) in the blank. If the student gets an item incorrect, write exactly what the student said.</p> <p>3. Continue testing until the student misses 4 consecutive items (although professional judgment may be used as to when it is appropriate to discontinue the test).</p> <p>4. Develop Retest pages (both student and examiner copies) by writing down the letters or words that the student got wrong. For incorrect letter sounds, retest by writing both target letters and review letters (sounds said accurately on a consistent basis) on the Letter Sounds Retest sheets. Please provide multiple examples (e.g., 4) of the target letters. For incorrect words, retest by writing the target word, and at least three more examples of words that contain the same phonics element (e.g., ship, shop, shut, shed), on the Regular Words Retest sheets (examiner and student</p>	<p>Recognize words at sight</p> <p>Practice common sight words and high-frequency words</p> <p>Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)</p> <p><u>Marzano’s Strategies for use in Reading: Foundational Skills include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition</p> <p>Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise. <p>Homework and Practice</p> <p>Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. 	<p>Trade Books</p> <p>Reader’s and Writer’s notebooks</p> <p>www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets)</p> <p>www.starfall.com</p> <p>www.havefunteaching.com</p> <p>www.brainpopjr.com</p> <p>www.fcrr.org</p> <p>www.busyteacherscafe.com</p> <p>www.readingandwritingproject.com (The Reading and Writing Project)</p> <p>www.readwritethink.org</p> <p>www.abcfastphonics.com/ (phonics)</p> <p>www.kidzone.ws/phonics/index.htm (phonics)</p> <p>www.spellingcity.com</p> <p>Fairy Tale, Fable, and Folktale Charts</p> <p>American Folklore collection,</p> <p>http://www.americanfolklore.net/</p> <p>Kent Intermediate School District grade level genre book list link</p> <p>Michigan Reading Association Genre Study Bookmarks, Grade 3-5,</p> <p>http://www.michiganreading.org/</p> <p>Interest Inventories</p> <p>http://teacher.scholastic.com/clifford1/flash/phonics/index.htm</p> <p>Initial sound identification</p>
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<p>copies). Two copies are necessary because you need one to show the student and one to record the student's responses.</p> <p>5. Retest and then use the results to design an intervention plan related to the phonics elements that were particularly challenging for the student.</p>	<p>Habits of Mind to be implemented during Reading: Foundational Skills include, but are not limited to:</p> <p>Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<p>game http://pbskids.org/lions/games/ears.html http://www.hubbardscupboard.org/printable_booklets.html http://www.enchantedlearning.com/rhymes/Teachers.shtml Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>syllables spelling patterns decode word chunks spelling sound correspondence</p>	<p>WHAT ARE UNKNOWN WORDS? HOW CAN YOU READ UNKNOWN WORDS?</p>	

GRADE: 2nd	SUBJECT: ELA	STRAND: Reading: Foundational Skills	MONTH(S) TAUGHT:
CODE: ELA.2.RF.3F	Description: KNOW AND APPLY GRADE-LEVEL PHONICS AND WORD ANALYSIS SKILLS IN DECODING WORDS. RECOGNIZE AND READ GRADE-APPROPRIATE IRREGULARLY SPELLED WORDS.		
	Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development.		
	Use questions and prompts such as:		
	<ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look for chunks you know and say them. • Look at the beginning of the word and try it again. • Look at the end of the word and try it again. • Look at the word, does it look like ...? • You said ...does it look like ...? 		
ACT/Anchor Standard: There are no Anchor Standards for Reading: Foundational Skills.			
Board Objective: I can apply phonics and word analysis skills to decode irregularly spelled words to help me become a better reader and writer. I can recognize and read grade-appropriate irregularly spelled words to help me become a better reader and writer.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Reading: Foundational Skills strategy activities can also be used as assessments. Students quickly read words in a timed activity. -Place header cards face up and timer on a flat surface. Place the word cards face down in a stack. Provide each student with a words correct per minute graph. Taking turns, student one (or teacher) sets the timer for one minute, selects the top	Students take turns reading word cards in a timed group activity. -Stack the word cards face down and place the timer at the center. Provide each group of students with a words correct per minute record. Taking turns, student one sets the timer for one minute, picks up the first word card from the stack, reads it, and places it in the discard pile. If unable to read the card, makes attempts while another student counts to five. If still unable to read it, places it under the stack. As soon as the card is placed in the discard pile, the next student quickly picks up a word card from the stack and reads it. Students continue to pick up cards and read the words until the timer goes off. Student one counts and records the number of words read correctly on the words correct per minute record. Repeat the activity, attempting to increase speed and accuracy. Peer evaluation Students quickly read words in a timed activity. -Place timer and header cards at the center. Stack the set of word cards face down and provide each student with a words correct per minute graph. Taking turns, student one sets the timer for one minute, turns a card over, and prompts partner to read the word. If the word is read correctly, the student places the card in a pile on the “YES” header card. If the word is read incorrectly, places it in a pile on the “NO” header card. Continue activity until the timer rings. Count the word cards in the “YES” pile and record number on the words correct per minute graph. Read words in “NO” pile together. Repeat at least two more times attempting to increase speed and accuracy. Reverse roles. Peer evaluation		Assessments and Strategies for Foundational Skills are found on http://www.fcrr.org/studentactivities/02.htm Reading and Language Resources: Technology-Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series

<p>card, holds it up for partner to see, and prompts partner to read the word. If the word is read correctly, student one places the card in a pile on the “YES” card. If the word is read incorrectly, places it in a pile on the “NO” card. Continue until the timer rings. Count the word cards in the “YES” pile and record the number on the words correct per minute graph using a colored marker. Read words in “NO” pile together. Repeat the activity at least two more times attempting to increase speed and accuracy. Reverse roles. Teacher/Peer evaluation</p>	<p>Students quickly read words on a practice sheet in a timed activity. -Place the word practice sheets and timer at the center. Provide each student with a words correct per minute record. Taking turns, student one sets the timer for one minute and tells student two to “begin.” Student two reads across the page while student one follows on his sheet and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all words are read, go back to the top and continue until timer goes off. Student one counts number of words pronounced correctly and student two records the number of words on his words correct per minute record. Repeat the activity at least two more times attempting to increase speed and accuracy. Reverse roles. Peer evaluation</p> <p>Students take turns reading word cards in a timed group activity. -Place word cards face down in a stack. Provide each group of students with a timer and one words correct per minute record. Student one sets the timer for one minute, picks up the first word card from the stack, reads it aloud, and places it in the discard pile. If unable to read a word on the card, makes attempts while another student counts to five. If still unable to read it, places it under the stack. As soon as the card is placed in the discard pile, the next student quickly picks up a word card from the stack and reads it. Students continue to pick up cards and read the words until the timer rings. Student one counts and records the number of words read in one minute on the group record. Passes group record and timer to the next student. Repeat the activity, attempting to increase speed and accuracy. Peer evaluation</p>	<p>Achievement Series Study Island- www.studyisland.com MLPP DIBELS Graphic Organizers Trade Books Reader’s and Writer’s notebooks www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets) www.starfall.com www.havefunteaching.com www.brainpopjr.com www.fcrr.org www.busyteacherscafe.com</p>
<p>Attack the Word Assessment (http://www.idealconsultingservices.com/FORMS/WordAttackSkillsTest.pdf) 1. Conduct the appropriate Word Attack Skills Test (Beginning or Immediate). 2. If the student correctly identifies a letter sound or word,</p>	<p>words read correctly on his words correct per minute graph using a colored marker. Repeat the activity at least two more times attempting to increase speed and accuracy. Reverse roles. Peer evaluation</p> <p>CAFÉ STRATEGIES: Look carefully at letters and words Flip the sound Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together Recognize words at sight Practice common sight words and high-frequency words Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)</p>	<p>www.readingandwritingproject.com (The Reading and Writing Project) www.readwritethink.org www.abcfastphonics.com/ (phonics) www.kidzone.ws/phonics/index.htm (phonics) www.spellingcity.com</p>

<p>mark a plus sign (+) in the blank. If the student gets an item incorrect, write exactly what the student said.</p> <p>3. Continue testing until the student misses 4 consecutive items (although professional judgment may be used as to when it is appropriate to discontinue the test).</p> <p>4. Develop Retest pages (both student and examiner copies) by writing down the letters or words that the student got wrong. For incorrect letter sounds, retest by writing both target letters and review letters (sounds said accurately on a consistent basis) on the Letter Sounds Retest sheets. Please provide multiple examples (e.g., 4) of the target letters. For incorrect words, retest by writing the target word, and at least three more examples of words that contain the same phonics element (e.g., ship, shop, shut, shed), on the Regular Words Retest sheets (examiner and student copies). Two copies are</p>	<p><u>Marzano’s Strategies for use in Reading: Foundational Skills include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p><u>Habits of Mind to be implemented during Reading: Foundational Skills include, but are not limited to:</u></p> <p>Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p><u>Marzano’s Strategies for use in Reading: Foundational Skills include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between</p>	<p>Fairy Tale, Fable, and Folktale Charts</p> <p>American Folklore collection, http://www.americanfolklore.net/</p> <p>Kent Intermediate School District grade level genre book list link</p> <p>Michigan Reading Association Genre Study Bookmarks, Grade 3-5, http://www.michiganreading.org/</p> <p>Interest Inventories http://teacher.scholastic.com/clifford1/flash/phonics/index.htm</p> <p>Initial sound identification game http://pbskids.org/learning/games/ears.html</p> <p>http://www.hubbardscupboard.org/printable_booklets.html</p> <p>http://www.enchantedlearning.com/rhymes/Teachers.shtml</p> <p>Literacy Mats</p> <p>On Point Posters</p>
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<p>necessary because you need one to show the student and one to record the student's responses. 5. Retest and then use the results to design an intervention plan related to the phonics elements that were particularly challenging for the student.</p>	<p>effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p><u>Habits of Mind to be implemented during Reading: Foundational Skills include, but are not limited to:</u> Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<p>Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
<p>VOCABULARY: inflectional endings irregular spelled words chunking context</p>	<p>ESSENTIAL QUESTIONS: WHAT IS AN IRREGULARLY SPELLED WORD?</p>	

GRADE: 2 nd	SUBJECT: ELA	STRAND: Reading: Foundational Skills	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.RF.4A</p>	<p>Description: READ WITH SUFFICIENT ACCURACY AND FLUENCY TO SUPPORT COMPREHENSION. READ GRADE-LEVEL TEXT WITH PURPOSE AND UNDERSTANDING.</p>		
	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level.</p> <p>Use questions and prompts such as: Make your reading sound like the characters are talking. Make your voice go up when you see the question mark at the end. Make your voice go down when you see the period at the end. Go back and reread when it doesn't sound or look like you think it should.</p>		
	<p>ACT/Anchor Standard: There are no Anchor Standards for Reading: Foundational Skills</p> <p>Board Objective: I can identify grade-level appropriate texts and focus on the meaning of the text. I can read grade-level text with purpose and understanding to learn about a topic.</p>		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Reading: Foundational Skills strategies can be used as assessments.</p> <p>Students practice reading target words and then read connected text containing these words.</p> <p>-Provide each student with a word list and passage. Students each practice reading the word list three times. Taking turns, students read a paragraph of the passage focusing on speed and accuracy. Continue until the entire text is read. Repeat the activity. Teacher/Peer evaluation</p> <p>Students practice reading fluently by reading along with a</p>	<p>Students read phrases that progressively result in sentences.</p> <p>- Place sentence cards face down in a stack at the center. Taking turns, student one selects the top card and reads line by line until completing entire sentence while concentrating on proper phrasing, intonation, and expression. Student two sits beside student one and reads along silently. Choral read the sentence. Continue until all the sentences have been read. Peer evaluation</p> <p>Students read fluently by echo reading paragraphs.</p> <p>-Place the set of paragraphs at the center. Working in pairs, student one selects and orally reads the paragraph fluently. Student two then repeats the paragraph back to student one in the same manner. Continue until all paragraphs have been read with proper phrasing, intonation, and expression. Reverse roles and repeat the activity. Peer evaluation</p> <p>Students read text which has been divided into meaningful phrases by slash marks.</p> <p>- Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order. Provide each student with a copy of the text. Place timer at the center. Working in pairs, student one (higher performing student) reads the entire text</p>		<p>Assessments and Strategies for Foundational Skills are found on http://www.fcrr.org/studentactivities/02.htm</p> <p>Reading and Language Resources: Technology- Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series Achievement Series Study Island- www.studyisland.com MLPP DIBELS Graphic Organizers Trade Books Reader's and Writer's</p>

<p>tape-recorded book. -Place the tape player, headphones, and cassette tape at the center. Provide each student with a copy of the text. The student listens to the tape and follows along in the text. Rewinds and reads with the tape, emphasizing phrasing, intonation, and expression. Practices reading the text without the tape, emphasizing phrasing, intonation, and expression. Teacher Observation/Self-check</p> <p>Attack the Word Assessment (http://www.idealconsultingservices.com/FORMS/WordAttackSkillsTest.pdf)</p> <ol style="list-style-type: none"> 1. Conduct the appropriate Word Attack Skills Test (Beginning or Immediate). 2. If the student correctly identifies a letter sound or word, mark a plus sign (+) in the blank. If the student gets an item incorrect, write exactly what the student said. 3. Continue testing until the student misses 4 consecutive items (although professional judgment may be used as to when it is appropriate to discontinue the test). 4. Develop Retest pages (both student and examiner copies) by writing down the letters or words that the student got 	<p>pausing briefly between chunks (or phrases) as denoted by slash marks. Student two (lower performing student) repeats the reading by chunks, emphasizing the pauses at slash marks. Repeat the activity using a timer to quicken the pace. Peer evaluation</p> <p>CAFÉ STRATEGIES: Monitor and fix-up: check for understanding/back up and reread Skip the word and then come back. Trade a word/guess a word that makes sense. Read appropriate level-texts that are a good fit. Reread Text. Adjust and apply different reading rates to match text.</p> <p>Marzano’s Strategies for use in Reading: Foundational Skills include, but are not limited to:</p> <p>Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered.</p>	<p>notebooks www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets) www.starfall.com www.havefunteaching.com www.brainpopjr.com www.fcrr.org www.busyteacherscafe.com www.readingandwritingproject.com (The Reading and Writing Project) www.readwritethink.org www.abcfastphonics.com/ (phonics) www.kidzone.ws/phonics/index.htm (phonics) www.spellingcity.com Fairy Tale, Fable, and Folktale Charts American Folklore collection, http://www.americanfolklore.net/ Kent Intermediate School District grade level genre book list link Michigan Reading Association Genre Study Bookmarks, Grade 3-5, http://www.michiganreading.org/ Interest Inventories http://teacher.scholastic.com/clifford1/flash/phonics/index.htm Initial sound identification game http://pbskids.org/lions/gam</p>
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<p>wrong. For incorrect letter sounds, retest by writing both target letters and review letters (sounds said accurately on a consistent basis) on the Letter Sounds Retest sheets. Please provide multiple examples (e.g., 4) of the target letters. For incorrect words, retest by writing the target word, and at least three more examples of words that contain the same phonics element (e.g., ship, shop, shut, shed), on the Regular Words Retest sheets (examiner and student copies). Two copies are necessary because you need one to show the student and one to record the student's responses.</p> <p>5. Retest and then use the results to design an intervention plan related to the phonics elements that were particularly challenging for the student.</p>	<p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p><u>Habits of Mind to be implemented during Reading: Foundational Skills include, but are not limited to:</u></p> <p>Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<p>es/ears.html http://www.hubbardscupboard.org/printable_booklets.html http://www.enchantedlearning.com/rhymes/Teachers.shtml Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>purpose understanding</p>	<p>HOW DO WE READ WITH PURPOSE AND FOR UNDERSTANDING?</p>	

GRADE: 2 nd	SUBJECT: ELA	STRAND: Reading: Foundational Skills	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.RF.4B</p>	<p>Description: READ WITH SUFFICIENT ACCURACY AND FLUENCY TO SUPPORT COMPREHENSION. READ GRADE-LEVEL TEXT ORALLY WITH ACCURACY, APPROPRIATE RATE, AND EXPRESSION.</p>		
	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level.</p> <p>Use questions and prompts such as: Make your reading sound like the characters are talking. Make your voice go up when you see the question mark at the end. Make your voice go down when you see the period at the end. Go back and reread when it doesn't sound or look like you think it should.</p>		
	<p>ACT/Anchor Standard: There are no Anchor Standards for Reading: Foundational Skills.</p>		
	<p>Board Objective: I can read the text to sound like the characters are talking. I can recognize punctuation marks and the change of voice that occurs with each one within the text. I can read grade-level text orally with accuracy, appropriate rate, and expression to be a better reader.</p>		
<p>ASSESSMENTS:</p>	<p>STRATEGIES:</p>		<p>RESOURCES:</p>
<p>Reading: Foundational Skills strategies can be used as assessments.</p> <p>DIBELS ASSESSMENT</p> <p>Students read text and evaluate reading performance.</p> <p>-Provide each student with a copy of the text and a student sheet. The student reviews the Fluency Fundamentals printed on the tent card.</p> <p>Reads text emphasizing accuracy, rate, phrasing, intonation, and expression. Completes “first reading” section of student sheet. Rereads the text making planned improvements. Completes “second reading” section of student sheet. May repeat a third time. Teacher</p>	<p>Students read passages using expression appropriate to the content of the text.</p> <p>-Place the selected passages face down in a stack. Taking turns, students select the top passage and practice reading it silently. Orally reads the passage using proper phrasing, intonation, and expression. Continue until all passages are read. Peer evaluation</p> <p>Students reread text with a partner.</p> <p>-Provide each student with a copy of the selected text. Taking turns, students alternate reading sentences or paragraphs and providing assistance to each other. Continue to read until the entire text has been read. Reread the text multiple times attempting to gain speed and accuracy. Peer evaluation</p> <p>Students read poems with a partner of equal or higher reading ability.</p> <p>-Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order. Provide each student with a copy of the same poem text. Students face each other. Working in pairs, student one (the higher-performing student) reads the assigned poem or a stanza aloud. Student two (the lower-performing student) reads along silently. Student two reads the same poem or stanza</p>		<p>Assessments and Strategies for Foundational Skills are found on http://www.fcrr.org/studentactivities/02.htm</p> <p>Reading and Language Resources:</p> <p>Technology- Smart Board/Projector (www.smartexchange.com)</p> <p>Curriculum Crafter Performance Series</p> <p>Achievement Series</p> <p>Study Island- www.studyisland.com</p> <p>MLPP</p> <p>DIBELS</p> <p>Graphic Organizers</p>

<p>evaluation</p> <p>Students quickly read phrases on cards in a timed activity.</p> <p>-Place header cards face up and timer on a flat surface. Place the phrase cards face down in a stack. Provide each student with a phrases correct per minute record. Taking turns, student one sets the timer for one minute, selects the top card, holds it up for partner to see, and prompts partner to read the phrase.</p> <p>3. If all the words in the phrase are read correctly, student one places the card in a pile on the “YES” card. If one or more words in the phrase are read incorrectly, places it in a pile on the “NO” card. Continues until the timer rings. Count the phrase cards in the “YES” pile and record the number on the phrases correct per minute record. Read phrases in the “NO” pile together.</p> <p>Repeat the activity at least two more times attempting to increase speed and accuracy. Reverse roles. Teacher/Peer evaluation</p> <p>Attack the Word Assessment (http://www.idealconsultingservices.com/FORMS/WordAttackSkillsTest.pdf)</p> <p>1. Conduct the appropriate Word Attack Skills Test (Beginning or Immediate).</p> <p>2. If the student correctly identifies a letter sound or word, mark a plus sign (+) in the blank. If the student gets an item incorrect, write exactly what the student said.</p> <p>3. Continue testing until the student misses 4 consecutive items (although</p>	<p>while student one assists. Repeat the activity, rereading the poem several times. Peer evaluation</p> <p>Students time repeated readings and graph words correct per minute.</p> <p>-Provide each student with a copy of the selected text, reading record, and words correct per minute graph. Provide students with a timer. Working in pairs, student one sets the timer for one minute and orally reads the text. Student two follows along, using a Vis-à-Vis® marker to mark words read incorrectly.</p> <p>Continue reading and marking text until the timer rings. Student one completes the reading record and words correct per minute graph with the assistance of student two. Student one rereads the text two more times, attempting to increase speed and accuracy. Reverse roles and continue the activity.</p> <p>Peer evaluation</p> <p><u>CAFÉ STRATEGIES:</u></p> <p>Monitor and fix-up: check for understanding/back up and reread</p> <p>Skip the word and then come back.</p> <p>Trade a word/guess a word that makes sense.</p> <p>Read appropriate level-texts that are a good fit.</p> <p>Reread Text.</p> <p>Adjust and apply different reading rates to match text.</p> <p><u>Marzano’s Strategies for use in Reading: Foundational Skills include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition</p> <p>Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications:</p> <p>-Share stories about people who succeeded by not giving up.</p> <p>-Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.</p> <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications:</p> <p>-Find ways to personalize recognition. Give awards for individual accomplishments.</p> <p>-“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p>	<p>Trade Books</p> <p>Reader’s and Writer’s notebooks</p> <p>www.readingatoz.com</p> <p>(leveled readers, comprehension tests, and skills worksheets)</p> <p>www.starfall.com</p> <p>www.havefunteaching.com</p> <p>www.brainpopjr.com</p> <p>www.fcrr.org</p> <p>www.busyteacherscafe.com</p> <p>www.readingandwritingproject.com (The Reading and Writing Project)</p> <p>www.readwritethink.org</p> <p>www.abcfastphonics.com/ (phonics)</p> <p>www.kidzone.ws/phonics/index.htm (phonics)</p> <p>www.spellingcity.com</p> <p>Fairy Tale, Fable, and Folktale Charts</p> <p>American Folklore collection,</p> <p>http://www.americanfolklore.net/</p> <p>Kent Intermediate School District grade level genre book list linkMichigan Reading Association Genre Study Bookmarks, Grade 3-5,</p> <p>http://www.michiganreading.org/</p> <p>Interest Inventories</p> <p>http://teacher.scholastic.com/clifford1/flash/phonics/index.htm</p> <p>Initial sound identification</p>
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<p>professional judgment may be used as to when it is appropriate to discontinue the test).</p> <p>4. Develop Retest pages (both student and examiner copies) by writing down the letters or words that the student got wrong. For incorrect letter sounds, retest by writing both target letters and review letters (sounds said accurately on a consistent basis) on the Letter Sounds Retest sheets. Please provide multiple examples (e.g., 4) of the target letters. For incorrect words, retest by writing the target word, and at least three more examples of words that contain the same phonics element (e.g., ship, shop, shut, shed), on the Regular Words Retest sheets (examiner and student copies). Two copies are necessary because you need one to show the student and one to record the student's responses.</p> <p>5. Retest and then use the results to design an intervention plan related to the phonics elements that were particularly challenging for the student.</p>	<p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Habits of Mind to be implemented during Reading: Foundational Skills include, but are not limited to: Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly. Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<p>game http://pbskids.org/lions/games/ears.html http://www.hubbardscupboard.org/printable_booklets.html http://www.enchantedlearning.com/rhymes/Teachers.shtml Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>accuracy appropriate rate fluency expression punctuation marks voice prose poetry</p>	<p>ARE WE READING GRADE LEVEL TEXTS FLUENTLY?</p>	

GRADE: 2 nd	SUBJECT: ELA	STRAND: Reading: Foundational Skills	MONTH(S) TAUGHT:
<p>CODE: ELA.2.RF.4C</p>	<p>Description: READ WITH SUFFICIENT ACCURACY AND FLUENCY TO SUPPORT COMPREHENSION. USE CONTEXT TO CONFIRM OR SELF-CORRECT WORD RECOGNITION AND UNDERSTANDING, REREADING AS NECESSARY.</p>		
	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level.</p> <p>Use questions and prompts such as:</p> <p>Make your reading sound like the characters are talking. Make your voice go up when you see the question mark at the end. Make your voice go down when you see the period at the end. Go back and reread when it doesn't sound or look like you think it should.</p>		
	<p>ACT/Anchor Standard: There are no Anchor Standards for Reading: Foundational Skills.</p>		
	<p>Board Objective: I can identify context clues in text and strategies to monitor reading. I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Reading: Foundational Skills strategies can be used as assessments.</p> <p>DIBELS ASSESSMENT</p> <p>Students quickly read phrases in a timed activity.</p> <p>-Place the phrase practice sheets and timer at the center. Provide each student with a phrases correct per minute record.</p> <p>Taking turns, students select a practice sheet and practice reading the phrases to each other.</p> <p>Student one sets the timer for</p>	<p>Students read phrases in a timed activity.</p> <p>- Place the set of phrase cards face down in a stack and timer at the center. Provide each student with a phrases correct per minute record. Working in pairs, student one sets the timer for one minute and turns the phrase cards over one at a time while student two reads the phrases as quickly as possible.</p> <p>If all the words in the phrase are read correctly, the student places the card in a pile on the "YES" card. If one or more words in the phrase are read incorrectly, places it in a pile on the "NO" card.</p> <p>Continue activity until the timer rings. Count the phrase cards in the "YES" pile and record the number on the phrases correct per minute record. Read phrases in the "NO" pile together. Repeat the activity at least two more times attempting to increase speed and accuracy. Reverse roles.</p> <p>Peer evaluation</p> <p>Students quickly read phrases on cards in a timed activity.</p> <p>1. Place header cards face up and timer on a flat surface. Place the phrase cards face down in a stack. Provide each student with a phrases correct per minute record. Taking turns, student one sets the timer for one minute, selects the top card, holds it up for partner to see, and prompts partner to read the phrase. If all the words in the phrase are read correctly, student one places the</p>		<p>Assessments and Strategies for Foundational Skills are found on http://www.fcrr.org/studentactivities/02.htm</p> <p>Reading and Language Resources:</p> <p>Technology- Smart Board/Projector (www.smartexchange.com)</p> <p>Curriculum Crafter</p> <p>Performance Series</p> <p>Achievement Series</p> <p>Study Island- www.studyisland.com</p> <p>MLPP</p> <p>DIBELS</p> <p>Graphic Organizers</p>

<p>one minute and tells student two to “begin.”</p> <p>Student two reads across the page while student one follows on her copy and uses a Vis-à-Vis® marker to mark any words in the phrases that are read incorrectly. If all the phrases on the sheet are read, go back to the top and continue. Continue until the timer goes off. Student one marks the last word read. Student two counts the number of total phrases read correctly. (To count the phrase as correct, all the words in the phrase must be read correctly.)</p> <p>Student two records number of phrases read correctly on her phrases correct per minute record. Repeat the activity at least two more times attempting to increase speed and accuracy. Reverse roles. Teacher evaluation</p> <p>Attack the Word Assessment (http://www.idealconsultingservices.com/FORMS/WordAttackSkillsTest.pdf)</p> <p>1. Conduct the appropriate Word Attack Skills Test (Beginning or Immediate).</p> <p>2. If the student correctly identifies a letter sound or word, mark a plus sign (+) in the blank. If the student gets an item incorrect, write exactly what the student said.</p>	<p>card in a pile on the “YES” card. If one or more words in the phrase are read incorrectly, places it in a pile on the “NO” card. Continues until the timer rings. Count the phrase cards in the “YES” pile and record the number on the phrases correct per minute record. Read phrases in the “NO” pile together. Repeat the activity at least two more times attempting to increase speed and accuracy. Reverse roles. Peer evaluation</p> <p>Students quickly read phrases in a timed activity.</p> <p>- Place timer on a flat surface. Provide each student with a copy of the phrase practice sheet, Vis-à-Vis® marker, and a phrases correct per minute record. Taking turns, students read the phrases aloud to each other. Student one sets the timer for one minute and tells student two to “begin.” Student two reads across the page while student one follows on her copy and uses a Vis-à-Vis® marker to mark any words in the phrases that are read incorrectly. If all the phrases on the sheet are read, goes back to the top and rereads phrases. Continues until the timer rings. Student one marks the last word read. Student two counts the number of total phrases read correctly. Note: To count the phrase as correct, all the words in the phrase must be read correctly.</p> <p>Student two records the number of phrases read correctly on her phrases correct per minute record. Repeat the activity at least two more times attempting to increase speed and accuracy. Reverse roles. Peer evaluation</p> <p><u>CAFÉ STRATEGIES</u></p> <p>Monitor and fix-up: check for understanding/back up and reread</p> <p>Skip the word and then come back.</p> <p>Trade a word/guess a word that makes sense.</p> <p>Read appropriate level-texts that are a good fit.</p> <p>Reread Text.</p> <p>Adjust and apply different reading rates to match text.</p> <p><u>Marzano’s Strategies for use in Reading: Foundational Skills include, but are not limited to:</u></p> <p><u>Reinforcing Effort and Providing Recognition</u></p> <p>Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p><u>Applications:</u></p> <p>-Share stories about people who succeeded by not giving up.</p> <p>-Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.</p> <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p><u>Applications:</u></p>	<p>Trade Books</p> <p>Reader’s and Writer’s notebooks</p> <p>www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets)</p> <p>www.starfall.com</p> <p>www.havefunteaching.com</p> <p>www.brainpopjr.com</p> <p>www.fcrr.org</p> <p>www.busyteacherscafe.com</p> <p>www.readingandwritingproject.com (The Reading and Writing Project)</p> <p>www.readwritethink.org</p> <p>www.abcfastphonics.com/ (phonics)</p> <p>www.kidzone.ws/phonics/index.htm (phonics)</p> <p>www.spellingcity.com</p> <p>Fairy Tale, Fable, and Folktale Charts</p> <p>American Folklore collection,</p> <p>http://www.americanfolklore.net/</p> <p>Kent Intermediate School District grade level genre book list linkMichigan Reading Association Genre Study Bookmarks, Grade 3-5,</p> <p>http://www.michiganreading.org/</p> <p>Interest Inventories</p> <p>http://teacher.scholastic.com/clifford1/flash/phonics/index.htm</p> <p>Initial sound identification</p>
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<p>3. Continue testing until the student misses 4 consecutive items (although professional judgment may be used as to when it is appropriate to discontinue the test).</p> <p>4. Develop Retest pages (both student and examiner copies) by writing down the letters or words that the student got wrong. For incorrect letter sounds, retest by writing both target letters and review letters (sounds said accurately on a consistent basis) on the Letter Sounds Retest sheets. Please provide multiple examples (e.g., 4) of the target letters. For incorrect words, retest by writing the target word, and at least three more examples of words that contain the same phonics element (e.g., ship, shop, shut, shed), on the Regular Words Retest sheets (examiner and student copies). Two copies are necessary because you need one to show the student and one to record the student's responses.</p> <p>5. Retest and then use the results to design an intervention plan related to the phonics elements that were particularly challenging for the student.</p>	<p>-Find ways to personalize recognition. Give awards for individual accomplishments.</p> <p>-“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice</p> <p>Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications:</p> <p>-Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.</p> <p>-Tell students if homework is for practice or preparation for upcoming units.</p> <p>-Maximize the effectiveness of feedback by varying the way it is delivered.</p> <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <p>-Assign timed quizzes for homework and have students report on their speed and accuracy.</p> <p>-Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Habits of Mind to be implemented during Reading: Foundational Skills include, but are not limited to:</p> <p>Striving for Accuracy and Precision</p> <p>Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks</p> <p>Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<p>game</p> <p>http://pbskids.org/lions/games/ears.html</p> <p>http://www.hubbardscupboard.org/printable_booklets.html</p> <p>http://www.enchantedlearning.com/rhymes/Teachers.shtml</p> <p>Literacy Mats</p> <p>On Point Posters</p> <p>Words Their Way</p> <p>No More Letter of the Week</p> <p>Phonics Things</p> <p>Alphabet chart</p> <p>Kissman Word Banners</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Context</p> <p>confirm</p> <p>self-correct</p> <p>reread</p>	<p>HOW CAN WE USE CONTEXT TO HELP FIGURE WHAT A WORD MEANS?</p>	

GRADE: 2nd	SUBJECT: ELA	STRAND: Language Arts	MONTH(S) TAUGHT:
CODE: L.2.1	Description: DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.		
	An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.” Second grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. In this grade, emphasis expands to include irregular nouns and verbs, reflexive pronouns, adverbs, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and are beginning to use reference materials.		
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
Board Objective: I CAN demonstrate and use grammar correctly when I write and speak so that others can understand me.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Observations Hands on activities Classwork Performance Series writing projects rubrics Spelling tests Writing samples MLPP D.O.L. Performance series Achievement series	Students can do hands on center activities such as working with sentence strips, letter/word tiles, and so forth to demonstrate conventions of standard English grammar and usage (a) Use collective nouns (e.g., group). (b) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (c) Use reflexive pronouns (e.g., myself, ourselves). (d) Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (e) Use adjectives and adverbs, and choose between them depending on what is to be modified. (f) Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). Speed Drills use speed drills to Develop Automatic Recognition of Syllables and Morphemes One way to build the automatic recognition of syllables and morphemes is through the use of quick speed drills [22]. When the quick speed drill is conducted as a challenge game to achieve a goal, it is more likely to be successful [23]. This activity would likely best be conducted by a reading specialist or a language arts instructor rather than in the context of instruction in subject-matter and content-areas. Teach Morphemes Teach the Meanings of Morphemes within the Context of a Sentence It is important to teach morphemes across the content-area classes with attention given to the word's	word tiles letter tiles phonics cards site word cards grammar flash cards sentence strips printed reading center activities from www.fcrr.org. dictionary thesaurus root word cards prefix and suffix flash cards Reading and Language Resources: Technology- Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series	

internal structure and meaning within the context of a sentence [24]. Instruction should include not only the spelling, but also the role the morpheme has in changing the meaning of the word. It is very common for adolescent students to make grammatical errors with the endings on words.

Word Analysis (www.fcrr.org)

Students determine relationships among words by placing them on a continuum.

1. Place the sorting board and envelopes containing the word card sets at the center.

Provide each student with a student sheet.

2. Taking turns, students open one of the envelopes, scatter cards, and place larger cards on either end of the sorting board (e.g., laugh, sob).

3. Read the other word cards. Talk about the words and what they mean to determine the order (e.g., giggle, chuckle, whimper, cry). Place on sorting board.

4. Record the information on the student sheet. Note: Each student can record four sets of words.

5. Continue until each student sheet is complete.

6. Teacher evaluation

Word Wake Up (www.fcrr.org)

Students identify more precise words for overused words by playing a sorting game.

1. Place header cards in a row on the pocket chart. Place word cards face down in a stack at the center. Provide each student with a student sheet.

2. Taking turns, students select the top card from the stack and read the word (e.g., joyful).

3. Look at the overused words on the headers.

4. Match the word card to the corresponding overused word (i.e., happy).

5. Place word under corresponding header and read all words in column.

6. Continue until all words are sorted.

7. Record information

Marzano's Strategies to be used in teaching Language include, but are not limited to:

Setting Objectives and Providing Feedback

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.

Applications:

-Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.

-Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.

Applications:

-Make sure feedback is corrective in nature; tell students how they did in relation to specific levels

Achievement Series

Study Island-

www.studyisland.com

MLPP

DIBELS

Graphic Organizers

Trade Books

Reader's and Writer's notebooks

www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets)

www.starfall.com

www.havefunteaching.com

www.brainpopjr.com

www.fcrr.org

www.busyteacherscafe.com

www.readingandwritingproject.com (The Reading and Writing Project)

www.readwritethink.org

www.abcfastphonics.com/
(phonics)

www.kidzone.ws/phonics/index.htm (phonics)

www.spellingcity.com

Fairy Tale, Fable, and Folktale Charts

American Folklore collection,

http://www.americanfolklore.net/

Kent Intermediate School District grade level genre book list

linkMichigan Reading Association Genre Study Bookmarks, Grade 3-5,

http://www.michiganreading.org/
Interest Inventories

http://teacher.scholastic.com/clifford1/flash/phonics/index.htm

Initial sound identification game

http://pbskids.org/lions/games/ears

	<p>of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions.</p> <p>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>.html http://www.hubbardscupboard.org/printable_booklets.html http://www.enchantedlearning.com/rhymes/Teachers.shtml Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
conventions/rules collective nouns nouns plural nouns irregular nouns reflexive pronouns / pronouns verbs past tense irregular verbs adverbs adjectives / modified simple sentence expand compound sentence	HOW CAN USING CORRECT GRAMMAR HELP ME BECOME A BETTER WRITER AND SPEAKER? WHAT ARE MORPHEMES? WHAT IS A COMPLETE (SIMPLE, COMPOUND) SENTENCE? HOW DO YOU WRITE A COMPLETE SENTENCE?	

GRADE: 2nd	SUBJECT: ELA	STRAND: Language Arts	MONTH(S) TAUGHT:
CODE: L.2.2	Description: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters.		
	An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”		
	Second grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.		
In this grade, emphasis expands to include irregular nouns and verbs, reflexive pronouns, adverbs, and more complex sentences.			
With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and are beginning to use reference materials.			
ACT/Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Board Objective: I CAN use correct capitalization, punctuation, and spelling when writing to be a better writer.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Observations Hands on activities Classwork Performance Series writing projects rubrics Spelling tests Writing samples MLPP D.O.L. Performance series Achievement series	Students can do hands on writing center activities to help them practice conventions of standard English - Capitalize holidays, product names, and geographic names. - Use commas in greetings and closings of letters. - Use an apostrophe to form contractions and frequently occurring possessives. - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. Punctuation is used to aid the smooth reading of texts. Writers use punctuation as a powerful tool in shaping meaning. A lack of punctuation or misused punctuation can lead to misunderstanding and confusion.		word tiles letter tiles phonics cards site word cards grammar flash cards sentence strips printed reading center activities from www.fcrr.org . dictionary thesaurus root word cards

o Learning how and why certain patterns are used and then practicing these common patterns will allow students to develop spelling and writing skills. We begin by teaching the most reliable patterns and move to those that are less reliable over time. In the learning stages, it is very important to teach spelling using decodable words grouped together by spelling pattern. By teaching these patterns to students, we can help them develop language skills.

o Use glossaries and dictionaries, both print and digital, to determine and clarify word spellings.

o Viewing and analyzing the use of contractions in reading and writing assists students by demonstrating the correct use of contractions, identifying the correct use of contractions, and identifying where they should not be used.

o Include possessive and abbreviation contractions as part of spelling lists.

o Students can begin to learn the basic functions of capitalization during shared reading and writing lessons and practice capitalization in small group activities.

Variant Correspondences

Students write words with r-controlled vowel sounds using the correct spelling pattern.

1. Place the word cards face down in a stack. Place the tent card so each student can see it.

Provide each student with a whiteboard and Vis-à-Vis® marker.

2. Taking turns, student one selects top card (without revealing it) and reads the word to student two (e.g., pearl).

3. Student two repeats the word and identifies the r-controlled vowel sound (i.e., /er/).

4. Uses the whiteboard to try various r-controlled patterns, if necessary. Spells the word orally to student one.

5. Student one checks the spelling. If incorrect, student one prompts student two to try again.

6. Reverse roles until all word cards are used.

7. Peer evaluation

Marzano's Strategies to be used in teaching Language include, but are not limited to:

Setting Objectives and Providing Feedback

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.

Applications:

-Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.

-Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.

prefix and suffix flash cards

Reading and Language Resources:
Technology- Smart Board/Projector
(www.smartexchange.com)

Curriculum Crafter

Performance Series

Achievement Series

Study Island-www.studyisland.com

MLPP

DIBELS

Graphic Organizers

Trade Books

Reader's and Writer's notebooks

www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets)

www.starfall.com

www.havefunteaching.com

www.brainpopjr.com

www.fcrr.org

www.busyteacherscafe.com

www.readingandwritingproject.com

(The Reading and Writing Project)

www.readwritethink.org

www.abcfastphonics.com/ (phonics)

www.kidzone.ws/phonics/index.htm

(phonics)

www.spellingcity.com

Fairy Tale, Fable, and Folktale

Charts

American Folklore collection,

<http://www.americanfolklore.net/>

Kent Intermediate School District

grade level genre book list

linkMichigan Reading Association

Genre Study Bookmarks, Grade 3-5,

<http://www.michiganreading.org/>

Interest Inventories

<http://teacher.scholastic.com/clifford>

	<p>Applications: -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u> Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations. Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve. Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>1/flash/phonics/index.htm Initial sound identification game http://pbskids.org/lions/games/ears.html http://www.hubbardscupboard.org/printable_booklets.html http://www.enchantedlearning.com/rhymes/Teachers.shtml Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
Apostrophe Capitalization Comma Contraction Possessive Reference Materials Spelling Patterns Exclamation point	WHAT DOES CAPITALIZATION MEAN? WHAT THINGS DO I NEED TO CAPITALIZE? WHAT ARE THE RULES OF CAPITALIZATION? PUNCTUATION? HOW ARE THEY USED? WHY DO WE CAPITALIZE HOLIDAYS? PRODUCT NAMES? GEOGRAPHIC NAMES?	

GRADE: 2 nd	SUBJECT: ELA	STRAND: Language Arts	MONTH(S) TAUGHT:
CODE: L.2.3	Description: USE KNOWLEDGE OF LANGUAGE AND ITS CONVENTIONS WHEN WRITING, SPEAKING, READING, OR LISTENING.		
	- COMPARE FORMAL AND INFORMAL USES OF ENGLISH.		
	Students in grade 2 will use what they know about HOW language works when they write, speak, read, and listen. Students at this level will compare writing and speaking that is formal and informal. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.		
ACT/Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
Board Objective: I CAN apply what we know about language to improve our reading, writing, speaking and listening skills..			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Observations Hands on activities Classwork Performance Series writing projects rubrics Spelling tests Writing samples MLPP D.O.L. Performance series Achievement series	<ul style="list-style-type: none"> • A clear and comfortable knowledge of English language and its conventions are essential as second grade students strengthen their writing, speaking, reading, and listening skills. • Students will need opportunities to use their grammar and usage skills in both formal writing and informal writing. • Students will also need opportunities to use their grammar skills in speaking, reading, and listening. • Students will need opportunities to use their capitalization, punctuation, and spelling skills in both formal writing and informal writing. • Students need to understand the difference in “formal English” and “informal English” so that they can make choices about writing style in a variety of settings and genres. • Students will learn academic language and vocabulary across all content areas more easily by mastering the conventions of standard English. <p><u>Marzano’s Strategies to be used in teaching <i>Language</i> include, but are not limited to:</u></p> <p>Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.</p>	word tiles letter tiles phonics cards site word cards grammar flash cards sentence strips printed reading center activities from www.fcrr.org . dictionary thesaurus root word cards prefix and suffix flash cards Reading and Language Resources: Technology- Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series Achievement Series Study Island- www.studyisland.com	

<p>Applications: -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process. -Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications: -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u> Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations. Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve. Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>MLPP DIBELS Graphic Organizers Trade Books Reader’s and Writer’s notebooks www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets) www.starfall.com www.havefunteaching.com www.brainpopjr.com www.fcrr.org www.busyteacherscafe.com www.readingandwritingproject.com (The Reading and Writing Project) www.readwritethink.org www.abcfastphonics.com/ (phonics) www.kidzone.ws/phonics/index.htm (phonics) www.spellingcity.com Fairy Tale, Fable, and Folktale Charts American Folklore collection, http://www.americanfolklore.net/ Kent Intermediate School District grade level genre book list link Michigan Reading Association Genre Study Bookmarks, Grade 3-5, http://www.michiganreading.org/ Interest Inventories http://teacher.scholastic.com/clifford1/flash/phonics/index.htm Initial sound identification game http://pbskids.org/lions/games/ears.html http://www.hubbardscupboard.org/printable_booklets.html http://www.enchantedlearning.com/rhymes/Teachers.shtml Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart</p>
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	Kissman Word Banners
VOCABULARY:	ESSENTIAL QUESTIONS:
conventions/rules knowledge informal use formal use syntax pragmatics context	WHAT ARE THE CONVENTIONS? WHAT ARE THE CONVENTIONS OF ENGLISH?

GRADE: 2nd	SUBJECT: ELA	STRAND: Language Arts	MONTH(S) TAUGHT:
CODE: L.2.4	Description: DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE-MEANING WORDS AND PHRASES BASED ON GRADE 2 READING AND CONTENT, CHOOSING FLEXIBLY FROM AN ARRAY OF STRATEGIES.		
	As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.		
	The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.		
	Learning words at this stage consists in part of exploring different shades of the same verb (run/sprint) and closely related adjectives, growing vocabulary by using known word parts (prefix, root or compound part) to acquire unknown words, and developing print and digital reference use (glossary and dictionary).		
ACT/Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
Board Objective: I CAN determine the meaning of unknown and multiple-meaning words and phrases to be a better reader and writer.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Observations Hands on activities Classwork Performance Series writing projects rubrics Spelling tests Writing samples MLPP D.O.L. Performance series Achievement series Looking for the Meaning Assessment Students determine	Students can do hands on center activiites from fcrr.org to practice determining and clarifying the meaning of unknown and multiple menaing words and phrases. (a) Use sentence-level context as a clue to the meaning of a word or phrase. (b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. • Discussion of sentences and their respective context will help students as they learn to determine meaning of individual words • Another important foundation of this standard is understanding that words can have “parts” • A prefix is an example of a “part” or element that is added at the beginning of a word to alter its meaning • Students need to understand the meaning of common prefixes, such as “pre-”, “dis”, “co-“, “re-”, and	word tiles letter tiles phonics cards site word cards grammar flash cards sentence strips printed reading center activities from www.fcrr.org. dictionary thesaurus root word cards prefix and suffix flash cards Reading and Language Resources:	

<p>the meanings of unfamiliar or unknown words and rewrite sentences to demonstrate understanding.</p> <p>1. Provide the student with a copy of the text, a student sheet, and references.</p> <p>2. The student reads the text silently and thinks about the meaning.</p> <p>3. Rereads the text and underlines unfamiliar words.</p> <p>4. Writes the underlined words on the student sheet.</p> <p>5. Writes the meaning of each word by using context clues, word parts (affixes and roots), and references.</p> <p>6. Rewrites sentences containing the unfamiliar words by using the learned meanings.</p> <p>7. Continues until all unfamiliar words are defined and used in rewriting original sentences.</p> <p>8. Teacher evaluation</p>	<p>“un-“ in order to use them in writing and speaking</p> <ul style="list-style-type: none"> • A basic understanding of what it means to say “the root of the word” is a key component of this standard • Students will also need to understand the meaning and concept of “compound words” • Dictionary use involves knowing what a dictionary is, how a dictionary is arranged (alphabetically), and how the words are described (i.e, the part of speech, the pronunciation, the definition, etc.) • Experience with glossaries should be included in learning about dictionaries • Second grade students need practice using both print and digital glossaries and dictionaries, to clarify the meanings of unfamiliar words they see (in texts) or words they are considering using (in writing) <p>Homograph Hitch</p> <p>Students identify the meaning of homographs by playing a matching game.</p> <ol style="list-style-type: none"> 1. Place homograph cards face up in a column at the center. Place meaning cards face down in a stack. Provide each student with a different student sheet. 2. Taking turns, students select the top meaning card from the stack and read it (e.g., cut). 3. Read the words in the column and determine which word best matches the meaning (i.e., clip). 4. Place the meaning card to one side of the homograph card. Reread the homograph and meaning. 5. Continue until each homograph has a meaning card on both sides (i.e., cut and attach things). 6. Complete student sheets by writing sentences to match identified meanings. 7. Teacher evaluation <p>Students write the meanings of words with affixes and sort by affix meaning.</p> <ol style="list-style-type: none"> 1. Place header cards in a row face up and sentence cards face down in a stack. Provide each student with a Vis-à-Vis® marker. 2. Taking turns, students select the top card from the stack and read the sentence aloud. For example, “The pitcher threw the ball right over home plate.” 3. Read the underlined word (e.g., pitcher). Say the base word and the affix with its meaning. For example, “The base word is pitch and the affix is er which means one who.” 4. Write the meaning of the word with the Vis-à-Vis® marker in the blank (i.e., one who pitches). 5. Place sentence card under the header card that corresponds to the meaning of the affix (i.e., one who). 6. Continue until all sentence cards are sorted. Identify the affix used in each column (i.e., er means one who). 7. Peer evaluation <p><u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u></p> <p>Setting Objectives and Providing Feedback</p> <p>Setting objectives can provide students with a direction for their learning. Goals should not be too specific;</p>	<p>Technology- Smart Board/Projector (www.smartexchange.com)</p> <p>Curriculum Crafter</p> <p>Performance Series</p> <p>Achievement Series</p> <p>Study Island- www.studyisland.com</p> <p>MLPP</p> <p>DIBELS</p> <p>Graphic Organizers</p> <p>Trade Books</p> <p>Reader’s and Writer’s notebooks</p> <p>www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets)</p> <p>www.starfall.com</p> <p>www.havefunteaching.com</p> <p>www.brainpopjr.com</p> <p>www.fcrr.org</p> <p>www.busyteacherscafe.com</p> <p>www.readingandwritingproject.com (The Reading and Writing Project)</p> <p>www.readwritethink.org</p> <p>www.abcfastphonics.com/ (phonics)</p> <p>www.kidzone.ws/phonics/index.htm (phonics)</p> <p>www.spellingcity.com</p> <p>Fairy Tale, Fable, and Folktale Charts</p> <p>American Folklore collection, http://www.americanfolklore.net/</p> <p>Kent Intermediate School</p> <p>District grade level genre book list link</p> <p>Michigan Reading</p>
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	<p>they should be easily adaptable to students' own objectives.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process. -Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. <p>Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions. <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>Association Genre Study Bookmarks, Grade 3-5, http://www.michiganreading.org/ Interest Inventories http://teacher.scholastic.com/clifford1/flash/phonics/index.htm Initial sound identification game http://pbskids.org/lions/games/ears.html http://www.hubbardscupboard.org/printable_booklets.html http://www.enchantedlearning.com/rhymes/Teachers.shtml Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>root word suffix word structure multiple-meaning compound word glossary homophone context dictionary homograph prefix affix</p>	<p>HOW DOES AFFIX, SUFFIX, AND PREFIX MEAN? WHAT DOES THE WORD "MEANING" MEAN? WHAT IS A THESAURUS? WHAT IS A ROOT WORD?WHAT STRATEGIES DO WE KNOW THAT CAN HELP US FIGURE OUT WHAT AN UNKNOWN WORD MEANS?</p>	

GRADE: 2nd	SUBJECT: ELA	STRAND: Language Arts	MONTH(S) TAUGHT:
CODE: L.2.5	Description: DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS AND NUANCES IN WORD MEANINGS.		
	As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.		
	The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.		
	Learning words at this stage consists in part of exploring different shades of the same verb (run/sprint) and closely related adjectives, growing vocabulary by using known word parts (prefix, root or compound part) to acquire unknown words, and developing print and digital reference use (glossary and dictionary).		
ACT/Anchor Standard: Demonstrate understanding of word relationships and nuances in word meanings.			
Board Objective: I CAN identify and understand figurative language and word relationships in word meanings to be a better reader.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Observations Hands on activities Classwork Performance Series writing projects rubrics Spelling tests Writing samples MLPP D.O.L. Performance series Achievement series	(a) Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (b) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). <ul style="list-style-type: none"> • Students will be making connections between text and their own personal experiences. • By listening to books read aloud and by reading independently, second-graders can make connections with characters that they identify with as well as real-life events with which they are familiar. • An understanding and recognition of synonyms is a part of being able to distinguish shades of meaning among closely related verbs and adjectives. • The idea that there are many words to describe one object or action is essential to the second grade student's reading, writing, and speaking development. • Conversely, second grade students need to understand that word choice is essential for meaningful communication. 	word tiles letter tiles phonics cards site word cards grammar flash cards sentence strips printed reading center activities from www.fcrr.org . dictionary thesaurus root word cards prefix and suffix flash cards Reading and Language Resources: Technology- Smart Board/Projector	

Analogy Basketball

Students complete analogies by playing a basketball game.

1. Place two basketball hoops at the center. Place analogy basketball cards face down in a stack.
2. Taking turns, student one draws the top card from the stack and reads the phrase and answer choices to student two (e.g., dog is to mammal as eagle is to _____ bird or book).
3. Student two chooses one of the words to fill in the blank and repeats the phrase with the answer (i.e., dog is to mammal as eagle is to bird).
4. If correct, student one gives the card to student two who places it on his hoop. If incorrect, the card is placed at the bottom of the stack.
5. Reverse roles.
6. Continue until all basketball analogies are completed.
7. Peer evaluation

Marzano's Strategies to be used in teaching Language include, but are not limited to:

Setting Objectives and Providing Feedback

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.

Applications:

-Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.

-Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.

Applications:

-Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.

-Keep feedback timely and specific.

-Encourage students to lead feedback sessions.

Habits of Mind to be implemented during Language include, but are not

(www.smartexchange.com)

Curriculum Crafter

Performance Series

Achievement Series

Study Island-www.studyisland.com

MLPP

DIBELS

Graphic Organizers

Trade Books

Reader's and Writer's notebooks

www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets)

www.starfall.com

www.havefunteaching.com

www.brainpopjr.com

www.fcrr.org

www.busyteacherscafe.com

www.readingandwritingproject.com (The Reading and Writing Project)

www.readwritethink.org

www.abcfastphonics.com/ (phonics)

www.kidzone.ws/phonics/index.htm (phonics)

www.spellingcity.com

Fairy Tale, Fable, and Folktale Charts

American Folklore collection,

<http://www.americanfolklore.net/>

Kent Intermediate School District grade level genre book list linkMichigan Reading Association Genre

Study Bookmarks, Grade 3-5,

<http://www.michiganreading.org/>

Interest Inventories

<http://teacher.scholastic.com/clifford1/flash/phonics/index.htm>

Initial sound identification game

<http://pbskids.org/lions/games/ears.html>

http://www.hubbardscupboard.org/printable_booklets.html

<http://www.enchantedlearning.com/rhymes/Teachers.shtml>

Literacy Mats

	<p>limited to:</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>word relationships nuances word meanings shades of meaning verb adjective</p>	<p>WHAT IS THE RELATIONSHIP BETWEEN A WORD AND ITS MEANING?</p>	

GRADE: 2nd	SUBJECT: ELA	STRAND: Language Arts	MONTH(S) TAUGHT:
CODE: L.2.6	Description: USE WORDS AND PHRASES ACQUIRED THROUGH CONVERSATIONS, READING AND BEING READ TO, AND RESPONDING TO TEXTS, INCLUDING USING ADJECTIVES AND ADVERBS TO DESCRIBE (E.G., WHEN OTHER KIDS ARE HAPPY THAT MAKES ME HAPPY).		
	As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.		
	The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.		
	Learning words at this stage consists in part of exploring different shades of the same verb (run/sprint) and closely related adjectives, growing vocabulary by using known word parts (prefix, root or compound part) to acquire unknown words, and developing print and digital reference use (glossary and dictionary).		
ACT/Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
Board Objective: I CAN use words and phrases correctly to help me become a better reader and writer.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Observations Hands on activities Classwork Performance Series Writing projects Rubrics Spelling tests Writing samples MLPP D.O.L. Performance series Achievement series	Alert students to difficult or potentially confusing language and vocabulary across different subjects. Pre-teach vocabulary when appropriate. Discuss or prepare semantic web organizers for synonyms, antonyms, and alternate meanings throughout any lesson. Use explanation or clarification regarding word meanings or meanings of phrases that may be new or difficult. Model information seeking behavior(s) regarding meanings and definitions. Demonstrate using contexts and external sources to gain understanding. Regularly discuss idioms and colloquialisms when they appear in text. Create enthusiasm across the curriculum for the usage of new or difficult vocabulary.	word tiles letter tiles phonics cards site word cards grammar flash cards sentence strips printed reading center activities from www.fcrr.org . dictionary thesaurus root word cards prefix and suffix flash cards Reading and Language Resources:	

<p>Word Wise Students find, record, and discuss words of interest in text.</p> <ol style="list-style-type: none"> 1. Place text at the center. Provide the student with a Word Wise bookmark and student sheet. 2. Students read the text, find, and discuss words that are interesting, new, different, unusual, funny, difficult, or important. 3. Write the book title, author, words of interest, and page numbers on the Word Wise bookmarks. 4. Choose five words from the Word Wise bookmark and complete the Word Wise student sheet. Write sentences using the words on the back of the page. 5. Teacher evaluation <p>Up With Words Students substitute a more precise alternative word by completing sentences.</p> <ol style="list-style-type: none"> 1. Place sentence cards face down in a stack. Provide each student with a Vis-à-Vis® marker. 2. Taking turns, student one selects the top sentence card from the stack and reads the sentence aloud. For example, “My brother was tired and put his head on the pillow.” 3. Reads and considers the underlined word. Identifies a word that more precisely completes the sentence. Writes it in the blank in the sentence at the bottom of the card (e.g., exhausted). 4. Places the card down. Student two reads the sentence using the chosen word. For example, “My brother was exhausted and put his head on the pillow.” 5. Reverse roles. 6. Continue until all sentence cards are used. 7. Peer evaluation <p><u>Marzano’s Strategies to be used in teaching <i>Language</i> include, but are not limited to:</u></p> <p>Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.</p> <p>Applications: -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process. -Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.</p> <p>Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications: -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific.</p>	<p>Technology- Smart Board/Projector (www.smartexchange.com) Curriculum Crafter Performance Series Achievement Series Study Island-www.studyisland.com MLPP DIBELS Graphic Organizers Trade Books Reader’s and Writer’s notebooks www.readingatoz.com (leveled readers, comprehension tests, and skills worksheets) www.starfall.com www.havefunteaching.com www.brainpopjr.com www.fcrr.org www.busyteacherscafe.com www.readingandwritingproject.com (The Reading and Writing Project) www.readwritethink.org www.abcfastphonics.com/ (phonics) www.kidzone.ws/phonics/index.htm (phonics) www.spellingcity.com Fairy Tale, Fable, and Folktale Charts American Folklore collection, http://www.americanfolklore.net/ Kent Intermediate School District grade level genre book list link Michigan Reading Association Genre Study Bookmarks, Grade 3-5, http://www.michiganreading.org/ Interest Inventories http://teacher.scholastic.com/clifford1/flash/phonics/index.htm Initial sound identification game http://pbskids.org/lions/games/ears.h</p>
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	<p>-Encourage students to lead feedback sessions.</p> <p>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>tml http://www.hubbardscupboard.org/printable_booklets.html http://www.enchantedlearning.com/rhymes/Teachers.shtml Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
Adjective Adverbs Antonym Colloquialism Conjunctions Context Definition Etymology Homonym Idioms Inflections Lexical knowledge Morphology Multiple meanings Nouns Parts of speech Phrase Prefix Pronouns Root words Suffix Synonym Syntax Verbs	WHAT WORDS ARE USED TO DESCRIBE? WHAT ARE ADJECTIVES? ADVERBS?	

GRADE: 2	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: ELA.2.W.1	Description: WRITING OPINION PIECES IN WHICH THEY INTRODUCE THE TOPIC OR BOOK THEY ARE WRITING ABOUT, STATE AN OPINION, SUPPLY REASONS THAT SUPPORT THE OPINION, USE LINKING WORDS (E.G., BECAUSE, AND, ALSO) TO CONNECT OPINION AND REASONS, AND PROVIDE A CONCLUDING		
	<p>Second grade students should be able to express their opinion and demonstrate the ability to share their opinion and reasoning with others. In order to do so, students need multiple opportunities to express opinions (verbally and in writing) and develop reasoning to support their thinking.</p>		
	<p>Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA.</p>		
	<ul style="list-style-type: none"> • For example, second grade students need to be able to choose descriptive words to use within their writing that show their thinking, relate their feelings, and describe actions. 		
	<p>At this level, students begin to write more complex sentences using linking words (because, and, also). Second grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question about the topic) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use transitional words to show order of events and write with more complex sentences to link the parts of their writing together.</p>		
<p>Second grade students write across genres including (opinion, informative/explanatory, and narrative). They must be able to find and include facts and definitions as part of informative/explanatory writing. In order to do so, students need strategies for researching a topic (gathering facts), selecting relevant information (picking the facts to use/note taking), and developing a way to present the ideas from beginning to end (format and organization of written presentation). Narrative writing must describe the order of events as they occurred using temporal words (first, next, then, last, etc).</p>			
<p>ACT/Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>			
<p>Board Objective: I CAN write opinion pieces on topics or texts, supporting point of view with reasons and information to become a better writer.</p>			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Have students assess their own writing. First, self-assessment allows students an opportunity to observe and reflect on their own</p>	<p>*Having students add opinions can help transform narrative writing into a blend of narrative with argument.</p> <p>Mentor Text</p> <p>Use mentor texts of various genres to help show examples of a writer’s craft (i.e., characteristics of a genre, inclusion of details/elaboration, sentence structure, temporal words or specific word choice to create meaning).</p> <p>Teachers and students examine the texts and identify features to imitate in their own writing.</p>		<p>Step up to Writing Graphic Organizers and Posters</p> <p>Link to multiple graphic organizers</p>

<p>approach, drawing attention to important steps that may be overlooked. Second, self-assessment following a conceptual model like POWER is a means of internalizing an explicit strategy, allowing opportunities for the student to mentally rehearse the strategy steps.</p> <p>Conduct Writing Conferences with students. (www.readingrockets.org)</p> <p>Persuasive Writing Rubric http://blogs.edutech.nodak.edu/badlandsreadingcouncil/files/2012/03/Persuasive-Writing-Rubric-2nd-grade.pdf</p> <p>Teacher Observations</p> <p>More Rubrics to assess student writing: http://www.rubrics4teachers.com/writing.php</p> <p>Writing Rubrics: http://www.youcharming.com/thr2041075-0-writing-rubric-second-grade.html</p>	<p>Marzano’s Strategies for use in teaching <i>Writing</i> include, but are not limited to:</p> <p>Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many</p>	<p>http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>6 + 1 Trait Crates</p> <p>www.readwritethink.org</p> <p>www.literacyleader.com (Writing Rubrics, writing activities)</p> <p>Student Writing samples: http://www.corestandards.org/assets/Appendix_C.pdf</p> <p>www.readingandwritingproject.com</p> <p>Day by Day: Refining Writing Workshop Through 180 Days of Reflective Practice by Ruth Ayres and Stacey Schbitz states (from the front piece): “This outstanding professional book [will help teachers] think and learn about many important aspects of teaching writing, I believe it will also provide new</p>
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<p>Create your own Rubric: http://rubistar.4teachers.org/</p> <p>6 + 1 Traits of Writing Rubrics http://www.rubrics4teachers.com/sixtraits.php</p>	<p>ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during <i>Writing</i> include, but are not limited to:</u></p> <p>Creating, Imagining and Innovating Try a different way! Generating new and novel ideas, fluency, originality</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge</p> <p>Thinking Interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p> <p>Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don’t know; resisting complacency.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	<p>energy to teachers who want to fall in love with teaching writing all over again.”</p> <p>www.readingrockets.org</p> <p>http://it.pinellas.k12.fl.us/Teachers3/gurianb/writing.html</p> <p>Kissman Onpoint Posters/Literacy Mats</p> <p>http://www.readtennessee.org/teachers/common_core_standards/2nd_grade/writing/w27/w27_assessments.aspx</p>
<p>VOCABULARY</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Opinion, Reasons, Linking words, Closure</p>	<p>HOW DO YOU WRITE AN OPINION PIECE? HOW CAN WE SUPPORT IT WITH REASONS?</p>	

GRADE: 2	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: ELA.2.W.2	Description: WRITE INFORMATIONAL/EXPLANATORY TEXTS IN WHICH THEY INTRODUCE A TOPIC, USE FACTS AND DEFINITIONS TO DEVELOP POINTS, AND PROVIDE A CONCLUDING STATEMENT OR SECTION.		
	<p>Second grade students should be able to express their opinion and demonstrate the ability to share their opinion and reasoning with others. In order to do so, students need multiple opportunities to express opinions (verbally and in writing) and develop reasoning to support their thinking.</p>		
	<p>Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA.</p>		
	<ul style="list-style-type: none"> • For example, second grade students need to be able to choose descriptive words to use within their writing that show their thinking, relate their feelings, and describe actions. 		
	<p>At this level, students begin to write more complex sentences using linking words (because, and, also). Second grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question about the topic) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use transitional words to show order of events and write with more complex sentences to link the parts of their writing together.</p>		
<p>Second grade students write across genres including (opinion, informative/explanatory, and narrative). They must be able to find and include facts and definitions as part of informative/explanatory writing. In order to do so, students need strategies for researching a topic (gathering facts), selecting relevant information (picking the facts to use/note taking), and developing a way to present the ideas from beginning to end (format and organization of written presentation). Narrative writing must describe the order of events as they occurred using temporal words (first, next, then, last, etc).</p>			
<p>ACT/Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>			
<p>Board Objective: I CAN write a well developed informative essay by using facts, definitions, and a concluding statement to develop my point.</p>			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Mentor Text Use mentor texts of various genres to help show examples of a writer’s craft (i.e., characteristics of a genre, inclusion of details/elaboration, sentence structure, temporal words or specific word choice to create meaning). Teachers and students examine the texts and identify features to imitate in their own writing.</p> <p>Marzano’s Strategies for use in teaching <i>Writing</i> include, but are not limited to: Reinforcing Effort and Providing Recognition</p>		<p>Step up to Writing Graphic Organizers and Posters</p> <p>Link to multiple graphic organizers http://www.educationoasis.com/curriculum/gra</p>

<p>Students will use the information gathered from the independent reading text and read-aloud to create an informational text showcasing everything they have learned.</p>	<p>Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p>	<p>phic_organizers.htm</p> <p>6 + 1 Trait Crates</p> <p>www.readwritethink.org</p> <p>www.literacyleader.com (Writing Rubrics, writing activities)</p>
<p>Informative Writing Rubric Example to assess student work: http://www.exeter.k12.nh.us/cms/lib6/PA01000700/Centricity/Domain/37/gr_level_files/grade2/Informational%20Writing%20Rubric%202nd%20grade.pdf</p>	<p>Applications:</p> <ul style="list-style-type: none"> -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise. <p>Homework and Practice</p> <p>Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p>	<p>www.literacyleader.com (Writing Rubrics, writing activities)</p> <p>Student Writing samples: http://www.corestandards.org/assets/Appendix_C.pdf</p> <p>www.readingandwritingproject.com</p>
<p>Have students assess their own writing. First, self-assessment allows students an opportunity to observe and reflect on their own approach, drawing attention to important steps that may be overlooked. Second, self-assessment following a conceptual model like POWER is a means of internalizing an explicit strategy, allowing opportunities for the student to mentally rehearse the strategy steps.</p>	<p>Applications:</p> <ul style="list-style-type: none"> -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it. 	<p>Day by Day: Refining Writing Workshop Through 180 Days of Reflective Practice by Ruth Ayres and Stacey Schbitz states (from the front piece): “This outstanding professional book [will help teachers] think and learn about many important aspects of teaching writing, I believe it will also provide new energy to teachers who want to fall in love with teaching writing all over again.”</p>

<p>Teacher Observation</p> <p>6 + 1 Traits of Writing Rubrics http://www.rubrics4teachers.com/sixtraits.php</p> <p>Writing Rubrics: http://www.youcharming.com/thr2041075-0-writing-rubric-second-grade.html</p>	<p>Habits of Mind to be implemented during <i>Writing</i> include, but are not limited to:</p> <p>Creating, Imagining and Innovating Try a different way! Generating new and novel ideas, fluency, originality</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge</p> <p>Thinking Interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p> <p>Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	<p>www.readingrockets.org</p> <p>http://it.pinellas.k12.fl.us/Teachers3/gurianb/writing.html</p> <p>Kissman Onpoint Posters/Literacy Mats</p> <p>http://www.readtennessee.org/teachers/common_core_standards/2nd_grade/writing/w27/w27_assessments.aspx</p> <p>Multiple Graphic Organizers: http://www.teachervision.fen.com/graphic-organizers/printable/6293.html</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Informativ, Explanatory, Introduction, Topic, Facts, Points, Conclusion</p>	<p>WHAT IS INFORMATIVE/EXPLANATORY TEXT? HOW CAN WE DEVELOP POINTS WHEN WRITING BY USING FACTS AND DEFINITIONS?</p>	

GRADE: 2	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: ELA.2.W.3	Description: WRITE NARRATIVES IN WHICH THEY RECOUNT A WELL-ELABORATED EVENT OR SHORT SEQUENCE OF EVENTS, INCLUDE DETAILS TO DESCRIBE ACTIONS, THOUGHTS, AND FEELINGS, USE TEMPORAL WORDS TO SIGNAL EVENT ORDER, AND PROVIDE A SENSE OF CLOSURE.		
	<p>Second grade students should be able to express their opinion and demonstrate the ability to share their opinion and reasoning with others. In order to do so, students need multiple opportunities to express opinions (verbally and in writing) and develop reasoning to support their thinking.</p>		
	<p>Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA.</p>		
	<ul style="list-style-type: none"> • For example, second grade students need to be able to choose descriptive words to use within their writing that show their thinking, relate their feelings, and describe actions. 		
<p>At this level, students begin to write more complex sentences using linking words (because, and, also). Second grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question about the topic) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use transitional words to show order of events and write with more complex sentences to link the parts of their writing together.</p>			
<p>Second grade students write across genres including (opinion, informative/explanatory, and narrative). They must be able to find and include facts and definitions as part of informative/explanatory writing. In order to do so, students need strategies for researching a topic (gathering facts), selecting relevant information (picking the facts to use/note taking), and developing a way to present the ideas from beginning to end (format and organization of written presentation). Narrative writing must describe the order of events as they occurred using temporal words (first, next, then, last, etc).</p>			
<p>ACT/Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.</p>			
<p>Board Objective: I CAN include details, thoughts, feelings, and closure to my narratives to show how to recount a sequence of events.</p>			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Have students assess their own writing. First, self-assessment allows students an opportunity to observe and reflect on their own approach, drawing attention to</p>	<p>Mentor Text Use mentor texts of various genres to help show examples of a writer’s craft (i.e., characteristics of a genre, inclusion of details/elaboration, sentence structure, temporal words or specific word choice to create meaning). Teachers and students examine the texts and identify features to imitate in their own writing.</p> <p>Incorporating Art *Incorporating art in a student’s writing allows the student to see the setting of the story. It also allows students to design certain story elements, such as the setting of the story, characters and the sequence of events. For instance,</p>	<p>Step up to Writing Graphic Organizers and Posters</p> <p>Link to multiple graphic organizers http://www.education</p>	

<p>important steps that may be overlooked. Second, self-assessment following a conceptual model like POWER is a means of internalizing an explicit strategy, allowing opportunities for the student to mentally rehearse the strategy steps.</p>	<p>instruct your students to draw a series of pictures, outlining a story. Make sure they draw one picture to represent the beginning of the story, another to represent the conclusion and a few others to represent events in the story. Instruct your students to look at each picture and write a story based on the pictures they drew. Once done, staple the story together, with the pictures, to create your student's first book.</p> <p>Simple Stories</p> <p>The simplest stories students can write are a recounting of events from the child's life, such as a story of an event over the summer, a holiday experience, or a story about a new pet. These stories allow your students to practice writing, while having the basic elements of the decided by the chosen story. As an example, if your student chose to tell the story of the first time her father brought home the new puppy, she knows the basic elements of the story. This includes the characters (her, her father and the puppy), the setting (her living room at home) and the sequence of events (her father walking in, her seeing the puppy and her hugging the puppy). Instruct your students to identify each of these elements in their stories, and write a story about their event.</p>	<p>oasis.com/curriculum/graphic_organizers.htm</p> <p>6 + 1 Trait Crates</p> <p>www.readwritethink.org</p> <p>www.literacyleader.com (Writing Rubrics, writing activities)</p>
<p>Teacher Observation</p> <p>Writing Rubric Example:</p> <p>http://www.exeter.k12.pa.us/cms/lib6/PA01000700</p>	<p>Guided Stories</p> <p>Guided stories are narratives where you give the elements of the story to the writer, or chose them randomly for the writer. As an example, cut out slips of paper and write information on each slip. Include slips with different possible settings, a number of possible characters and a number of possible situations. Create enough slips for each student to select one setting, one situation and two to three characters. Instruct your students to pick their slips randomly, and write a story based on the slips of paper they chose.</p>	<p>Student Writing samples:</p> <p>http://www.corestandards.org/assets/Appendix_C.pdf</p> <p>www.readingandwritingproject.com</p>
<p>Writing Rubrics:</p> <p>http://www.youcharming.com/thr2041075-0-writing-rubric-second-grade.html</p>	<p>Marzano's Strategies for use in teaching <i>Writing</i> include, but are not limited to:</p> <p>Reinforcing Effort and Providing Recognition</p> <p>Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p>	<p>Day by Day: Refining Writing Workshop Through 180 Days of Reflective Practice by Ruth Ayres and Stacey Schbitz states (from the front piece): "This outstanding professional book [will help teachers] think and learn about many important aspects of teaching writing, I believe it will also provide new energy to teachers</p>
<p>Student Portfolios:</p> <p>Asking students to build a portfolio with their best pieces on top to be graded can be a fun project in which students get to examine both the</p>	<p>Applications:</p> <ul style="list-style-type: none"> -Find ways to personalize recognition. Give awards for individual accomplishments. -"Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise. <p>Homework and Practice</p> <p>Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement</p>	

<p>written and artistic component of their work to determine which they are proudest of. Any combination of portfolio assignments, as long as it is well planned, can be an excellent narrative assessment method.</p> <p>Reflections: Reflection assignments ask students to grade their own narratives, or to tell the teacher the strengths and weaknesses that they've identified in their narratives. Reflection can be part of a portfolio process, where students have to explain which piece was the best and why, or they can occur after every piece of writing</p> <p>6 + 1 Traits of Writing Rubrics http://www.rubrics4teachers.com/sixtraits.php</p>	<p>should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p>Habits of Mind to be implemented during <i>Writing</i> include, but are not limited to: Creating, Imagining and Innovating Try a different way! Generating new and novel ideas, fluency, originality</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge</p> <p>Thinking Interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p> <p>Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	<p>who want to fall in love with teaching writing all over again.”</p> <p>www.readingrockets.org</p> <p>http://it.pinellas.k12.fl.us/Teachers3/gurian/b/writing.html</p> <p>Kissman Onpoint Posters/Literacy Mats</p> <p>Narrative Writing Lesson: http://www.uen.org/Lessonplan/preview?LPid=13889</p> <p>Personal Narrative Writing Graphic Organizer http://www.teachervision.fen.com/tv/printables/scottforesman/read_3_U1_WP.pdf</p> <p>http://www.readtennessee.org/teachers/common_core_standards/2nd_grade/writing/w27/w27_assessments.aspx</p> <p>Multiple Graphic Organizers: http://www.teachervi</p>
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	<p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	<p>sion.fen.com/graphic-organizers/printable/6293.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
Narrative, Sequence, Describe, Order, Closure	WHAT IS A NARRATIVE? HOW DO WE SEQUENCE OUR WRITING? WHAT ARE TEMPORAL WORDS AND HOW ARE THEY USED?	

GRADE: 2	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.W.5</p>	<p>Description: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>		
	<p>With assistance from adults and peers, students should focus their writing on a topic and develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).</p> <p>With assistance, students continue to use digital tools to publish their writing independently and in collaboration with peers (use of keyboarding and technology). At this grade level, students will need to be able to “log on” to programs, computer stations, and hand-held devices to engage with digital media.</p>		
	<p>ACT/Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		
	<p>Board Objective: I CAN focus on a topic and strengthen my writing by revising and editing with the support of my teacher and peers to express my thoughts clearly through writing.</p>		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Editing Checklist for Peer Editing: http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf</p> <p>Have students work in groups of two or three to edit one piece of writing. The interaction between peers will help make the editing process more explicit. While the students are working in groups, move from group to group to check their understanding of the editing process and use of the checklist. Try to notice groups that lack comments in the “Comments and Suggestions” columns and</p>	<p>Writing and Technology Students share their writing with their peers through the use of technology such as ELMO, SMARTBoard or PowerPoint. After the share, provide opportunities for peers to contribute constructive feedback to the author. The author uses the suggestions. The revised writing is again shared and the impact of the suggestions is noted.</p> <p>Constructive Feedback Model how to provide constructive feedback to an author’s work and then have students provide feedback to each other. For example, after hearing a peer’s story, students offer one compliment focused on the craft used and one suggestion for next steps.</p> <p>Wordle This website at http://www.wordle.net/ gives students the opportunity to play graphically with words to create a word collage.</p> <p>Fish Bowl Technique: Use a fish-bowl technique to allow the class to view a self- and peer-edit session of two of their classmates. To do this, first choose one student to model the self-editing phase. It is helpful to select a student who has a good understanding of the criteria on the rubric, such as proper grammar and punctuation. That student works through the items in the self-edit column as the other students observe. It is helpful to put the editing</p>		<p>Step up to Writing Graphic Organizers and Posters</p> <p>Link to multiple graphic organizers http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>6 + 1 Trait Crates</p> <p>www.readwritethink.org</p> <p>Peer Editing Worksheet: http://www.readwr</p>

<p>encourage them to use this section to provide feedback to the writer, particularly for criteria that lack a check mark. To guide them, you could ask, “What do you think you could write in the ‘Comments’ section to help the writer fix this error?” Be sure to tell students that if they are unable to mark a check in the “After completing each step, place a check here” column, they must indicate the reason why they cannot check it in the “Comments and Suggestions” column.</p>	<p>checklist on an overhead projector or document camera so all students can see the process. After the self-edit is complete, discuss the process with the students. Next, choose another student to serve as the peer editor for the piece that was just self-edited. Have the two students sit in the middle of the class so that all students can see and hear them as they work through the peer-editing phase. Afterward, include the entire class in a discussion about the process itself and ways in which the editing session will help the author and peer editor improve on their writing.</p>	<p>litethink.org/files/resources/lesson_images/lesson786/worksheet.pdf</p>
<p>Regularly review the editing process by using samples of students’ work or your own writing samples. Assess students’ progress of the editing process by creating a simple checklist. List all students’ names down the first column and a row for dates on which the editing checklist was used across the top. Then, as you observe students during the editing process, you can rate their level of effectiveness as an editor by using simple marks, such as:</p>	<p>This strategy guide explains how you can employ peer review in your classroom, guiding students as they offer each other constructive feedback to improve their writing and communication skills. http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html</p>	<p>www.literacyleader.com (Writing Rubrics, writing activities)</p>
<p>NO = Not Observed (use this for students you did not get to observe on that date) + = exceeds expectations</p>	<p><u>Marzano’s Strategies for use in teaching <i>Writing</i> include, but are not limited to:</u> Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort. Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards. Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise. Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned. Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice. Applications:</p>	<p>Student Writing samples: http://www.corestandards.org/assets/Appendix_C.pdf www.readingandwritingproject.com Day by Day: Refining Writing Workshop Through 180 Days of Reflective Practice by Ruth Ayres and Stacey Schbitz states (from the front piece): “This outstanding professional book [will help teachers] think and learn about many important aspects of teaching writing, I believe it will also provide new</p>

<p>√ = meets expectations - = below expectations</p> <p>If you notice a student who receives a “below expectations” two times in a row, you can have him or her work with a peer who typically scores “above expectations” to model the process for him.</p> <p>Another Peer Editing Checklist: http://go.hrw.com/resources/go_ss/teacher99/toolkit/TOOLKT17.pdf</p> <p>6 + 1 Traits of Writing Rubrics http://www.rubrics4teachers.com/sixtraits.php</p> <p>Writing Rubrics: http://www.youcharming.com/teacher2041075-0-writing-rubric-second-grade.html</p>	<p>-Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p>Habits of Mind to be implemented during <i>Writing</i> include, but are not limited to: Creating, Imagining and Innovating Try a different way! Generating new and novel ideas, fluency, originality</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge</p> <p>Thinking Interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p> <p>Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don’t know; resisting complacency.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	<p>energy to teachers who want to fall in love with teaching writing all over again.”</p> <p>www.readingrockets.org</p> <p>http://it.pinellas.k12.fl.us/Teachers3/gurianb/writing.html</p> <p>Kissman Onpoint Posters/Literacy Mats</p> <p>Time4writing.com</p> <p>http://www.readtennessee.org/teachers/common_core_standards/2nd_grade/writing/w27/w27_assessments.aspx</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Revising, Editing, Peers</p>	<p>WHAT DOES REVISING MY WRITING LOOK LIKE? WHAT DOES EDITING MY WRITING LOOK LIKE? HOW CAN I STRENGTHEN MY WRITING BY REVISING AND EDITING?</p>	

GRADE: 2	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: ELA.2.W.6	Description: WITH GUIDANCE AND SUPPORT FROM ADULTS, USE A VARIETY OF DIGITAL TOOLS TO PRODUCE AND PUBLISH WRITING, INCLUDING COLLABORATION WITH PEERS.		
	With assistance from adults and peers, students should focus their writing on a topic and develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).		
	With assistance, students continue to use digital tools to publish their writing independently and in collaboration with peers (use of keyboarding and technology). At this grade level, students will need to be able to “log on” to programs, computer stations, and hand-held devices to engage with digital media.		
ACT/Anchor Standard: Use technology, including the internet, to produce and publish writing to interact and collaborate with others.			
Board Objective: I CAN produce and publish writing using digital tools with the help of my peers to share my writing.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Publish a piece of writing to be assessed: The ReadWriteThink Printing Press tool is useful for creating newspapers, brochures, flyers and booklets. (http://www.readwritethink.org/files/resources/interactives/Printing_Press/) Teacher Observation Conduct Writing Conferences with students. (www.readingrockets.org) 6 + 1 Traits of Writing Rubrics http://www.rubrics4teachers.com/sixtraits.php	Writing and Technology Students share their writing with their peers through the use of technology such as ELMO, SMARTBoard or PowerPoint. After the share, provide opportunities for peers to contribute constructive feedback to the author. The author uses the suggestions. The revised writing is again shared and the impact of the suggestions is noted. Constructive Feedback Model how to provide constructive feedback to an author’s work and then have students provide feedback to each other. For example, after hearing a peer’s story, students offer one compliment focused on the craft used and one suggestion for next steps Marzano’s Strategies for use in teaching Writing include, but are not limited to: Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort. Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards. Applications:		Step up to Writing Graphic Organizers and Posters Link to multiple graphic organizers http://www.educationoasis.com/curriculum/graphic_organizers.htm 6 + 1 Trait Crates www.readwritethink.org www.literacyleader.com (Writing Rubrics, writing activities) Student Writing samples: http://www.corestandards.org/assets/Appendix_C.pdf www.readingandwritingproject.com Day by Day: Refining Writing Workshop Through 180 Days of Reflective Practice by Ruth Ayres and Stacey

<p>Writing Rubrics: http://www.youcharmin.com/thr2041075-0-writing-rubric-second-grade.html</p> <p>Students can use a computer to use a computer to draft, revise, and publish writing.</p>	<p>-Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p>Habits of Mind to be implemented during <i>Writing</i> include, but are not limited to: Creating, Imagining and Innovating Try a different way! Generating new and novel ideas, fluency, originality</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge</p> <p>Thinking Interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p>	<p>Schbitz states (from the front piece): “This outstanding professional book [will help teachers] think and learn about many important aspects of teaching writing, I believe it will also provide new energy to teachers who want to fall in love with teaching writing all over again.”</p> <p>www.readingrockets.org</p> <p>http://it.pinellas.k12.fl.us/Teachers3/gurianb/writing.html</p> <p>Kissman Onpoint Posters/Literacy Mats</p> <p>Time4writing.com</p> <p>Book Report Sandwich Station http://www.scholastic.com/kids/homework/sandwich.asp Description: Fun and easy book report tool to help students break a book report into seven components. Final reports can be printed.</p> <p>Digital Writing: http://teacher.scholastic.com/writewit/index.htm</p> <p>Book Report Sandwich Station http://www.scholastic.com/kids/homework/sandwich.asp Description: Fun and easy book report tool to help students break a book report into seven components. Final reports can be printed.</p> <p>Digital Story Writing:</p>
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	<p>Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	<p>http://storybird.com/</p> <p>Writing Tools for Teachers: http://cooltoolsforschools.wikispaces.com/Writing+Tools</p> <p>http://www.readtennessee.org/teachers/common_core_standards/2nd_grade/writing/w27/w27_assessments.aspx</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
Digital tools, Collaboration, Publish	WHAT DIGITAL TOOLS CAN WE USE TO PRODUCE AND PUBLISH WRITING?	

GRADE: 2	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: ELA.2.W.7	Description: PARTICIPATE IN SHARED RESEARCH AND WRITING PROJECTS (E.G., READ A NUMBER OF BOOKS ON A SINGLE TOPIC TO PRODUCE A REPORT; RECORD SCIENCE OBSERVATIONS).		
	Second grade students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.		
	At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge to find the key information they need to answer research questions and take notes.		
ACT/Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
Board Objective: I CAN participate in shared research writing projects to help me become a better writer.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Assess student writing samples: http://www2.uwstout.edu/content/profdev/rubrics/elementresearchrubric.html Teacher Observation Conduct Writing Conferences with students. (www.readingrockets.org) 6 + 1 Traits of Writing Rubrics http://www.rubrics4teachers.com/sixtraits.php Writing Rubrics: http://www.youcharmin	Teacher Modeling during Writers Workshop: http://blog.wsd.net/ebonnemort/files/2012/02/Writing-workshop-Nonfiction-animal-reports-common-core.pdf Questioning Technique: Students begin by formulating questions on a subject. Then they classify questions into topic areas. After grouping students by topic areas and having each student select a question previously generated, students read nonfiction sources to find answers to the questions. Using information, students may collaborate with others in their group or work individually to write their non-fiction piece. A visual image to reflect the topic may be included and published in a chosen format (print or digital). Marzano's Strategies for use in teaching Writing include, but are not limited to: Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort. Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.		Beyond Reading and Writing: Inquiry, Curriculum, and Multiple Ways of Knowing by Beth Berghoff, Kathryn A. Egawa, Jerome C. Harste, and Barry T. Hoonan (NCTE, 2000) focuses on building research strategies into the curriculum with young children. Step up to Writing Graphic Organizers and Posters Link to multiple graphic organizers http://www.educationoasis.com/curriculum/graphic_organizers.htm

<p>g.com/thr2041075-0-writing-rubric-second-grade.html</p>	<p>Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during <i>Writing</i> include, but are not limited to:</u> Creating, Imagining and Innovating Try a different way! Generating new and novel ideas, fluency, originality</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge</p> <p>Thinking Interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p>	<p>6 + 1 Trait Crates www.readwritethink.org www.literacyleader.com (Writing Rubrics, writing activities) Student Writing samples: http://www.corestandards.org/assets/Appendix_C.pdf www.readingandwritingproject.com www.readingrockets.org http://it.pinellas.k12.fl.us/Teachers3/gurianb/writing.html Kissman Onpoint Posters/Literacy Mats Time4writing.com http://www.readtennessee.org/teachers/common_core_standards/2nd_grade/writing/w27/w27_assessments.aspx Online tool for students to take notes on their readings and research as well as to organize, revise, and plan their writing. http://interactives.mped.org/view_interactive.aspx?id=722&title=</p>
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	<p>Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	<p>Interactice Essay Map http://www.readwritethink.org/files/resources/interactives/essaymap/</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
Report, Observation, Research	HOW CAN WE PARTICIPATE IN SHARED WRITING PROJECTS? HOW CAN WE WRITE A REPORT TO RECORD OUR SCIENTIFIC OBSERVATIONS?	

GRADE: 2	SUBJECT: ELA STRAND: Writing	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.W.8</p>	<p>Description: RECALL INFORMATION FROM EXPERIENCES OR GATHER INFORMATION FROM PROVIDED SOURCES TO ANSWER A QUESTION.</p>	
	<p>Second grade students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.</p> <p>At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge to find the key information they need to answer research questions and take notes.</p>	
	<p>ACT/Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
	<p>Board Objective: I CAN answer a question by recalling or gathering information using different sources to show that I understand a topic.</p>	
ASSESSMENTS:	STRATEGIES:	RESOURCES:
<p>Teacher Observation</p> <p>Assess student understanding by observing how students gather information related to their question. Students can complete a questioning web: http://www.readinglady.com/index.php?module=documents&JAS_DocumentManager_op=downloadFile&JAS_File_id=54</p>	<p>Questioning Technique</p> <p>Students begin by formulating questions on a subject. Then they classify questions into topic areas. After grouping students by topic areas and having each student select a question previously generated, students read nonfiction sources to find answers to the questions. Using information, students may collaborate with others in their group or work individually to write their non-fiction piece. A visual image to reflect the topic may be included and published in a chosen format (print or digital).</p> <p>Extend the opportunities by providing reference sources, such as encyclopedias, internet, etc. in the classroom. After reading selections, ask specific questions. Have children work together to find information in the reference source to answer the questions. For example, after reading Anansi Goes Fishing, ask, “How many legs does a spider have? How many body parts does a spider have?”</p> <p>Students can practice using a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge on a given topic.</p> <p>Students can practice conducting research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p> <p>Pairing books of fiction and nonfiction allows students to become familiar with selected topics and vocabulary</p>	<p>Beyond Reading and Writing: Inquiry, Curriculum, and Multiple Ways of Knowing by Beth Berghoff, Kathryn A. Egawa, Jerome C. Harste, and Barry T. Hoonan (NCTE, 2000) focuses on building research strategies into the curriculum with young children.</p> <p>Literacy By Design Leveled Books</p> <p>Variety of non-fiction texts</p> <p>Routman, Regie. 1996. Literacy at the Crossroads: Crucial Talk about Reading, Writing, and Other Teaching Dilemmas. Portsmouth, NH:</p>

	<p>Twin Book: Twin Texts are two books, one fiction and one nonfiction (informational) on the same (or related) topic. While the nonfiction book answers questions in a straightforward manner, the story structure of a fiction book may be less difficult for students to understand.</p> <p><u>Marzano’s Strategies for use in teaching <i>Writing</i> include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they’re learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to</p>	<p>Heinemann.</p> <p>Cunningham, Patricia, and Richard Allington. 1994. <i>Classrooms That Work: They Can All Read and Write</i>. Pearson.</p> <p>Reading Rockets Inquiry Chart: This resource helps students maintain focus on guiding questions so that they can collect relevant information from multiple sources when doing research. http://www.readingrockets.org/strategies/inquiry_chart/</p> <p>Alphabet Organizer: The alphabet organizer is an interactive tool that helps students gather and organize information on a research topic. The page includes links to multiple lesson plans that use the alphabet organizer. Students can use the alphabet organizer to record information they gather to answer a variety of research questions. The tool allows for differentiation because students can record one word, three words, or words with explanations for each letter of the alphabet. Students may print their</p>
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	<p>enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during <i>Writing</i> include, but are not limited to:</u> Creating, Imagining and Innovating Try a different way! Generating new and novel ideas, fluency, originality</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge</p> <p>Thinking Interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p> <p>Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don’t know; resisting complacency.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	<p>completed graphic organizer to help as they complete a research writing assignment. http://www.readwritethink.org/files/resources/interactives/alphabet/</p> <p>Students can use the activity sheet for planning paragraphs for a report using information gained from multiple sources. http://www.fcrr.org/FAIR_Search_Tool/PDFs/2-3C_017.pdf</p> <p>Graphic Organizers http://www.teachervision.com/graphic-organizers/printable/6293.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
Reall, experiences, Source	HOW DO WE RECALL INFORMATION TO ANSWER A QUESTION?	

GRADE: 2	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.SL.1</p>	<p>Description: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>Students in grade two will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc).</p> <p>Second grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.</p> <p>ACT/Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Board Objective: I CAN work in a small group to learn how to participate in a collaborate conversation with peers and adults.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Assess students using The Traits of Conversation Rubrics: Rubric Examples: http://www2.sandinet/depts/literacy/rubrics/list_speak.pdf http://www.bpsd.mil.ca/tech_files/PrimaryListeningSpeaking.pdf http://www.lf67.org/district/curriculum/oral_language/2_speaking_rubric.pdf</p> <p>Focus Questions to</p>	<p>Literature Circles</p> <p>Once a book has been read by a student group or read aloud to a whole group, facilitate literature circles giving students specific roles.</p> <ul style="list-style-type: none"> • Artful Artist – uses visual art to represent significant ideas or scenes from the book • Capable Connector – finds connections between the book and personal events or experiences, something studied in another content area or another book. • Discussion Director – serves as facilitator (may initially be the teacher, but students will soon begin to assume the role) and writes questions that will initiate and guide group discussion. • Literary Luminary – selects “beautiful language” (can be focused on figurative language, dialogue, description) and/or interesting or important passages. <p>Other roles can be created and added to adjust for group size (i.e., Reliable Reteller – to bring group up to speed on what was read previously; Word Wizard – to research words that are unique or difficult). With specific roles, students are focused and ready to enter the discussion armed with their information. Roles can diminish as students become more and more comfortable with literature circles.</p> <p>Conversation Station</p> <p>Create a location in the classroom with no more than three chairs. Use the space to ask open-ended questions that engage children in conversations and promote opportunities to use language. The number of children in the Conversation Station should not be more than two at a time to provide ample opportunity for true conversation. The teacher can model how conversations can take place in this center. The station can include artifacts related to the class theme, recently read books and writing materials. This</p>	<p>Classroom Discussions: Using Math Talk to Help Students Learn by Suzanne H. Chapin, Catherine O’Connor, and Nancy Canavan Anderson (Math Solutions, 2009) provides strategies for using talk to learn mathematical concepts.</p> <p>Think-Pair-Share Information: http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html</p> <p>Floating on a Sea of Talk: Reading Comprehension Through Speaking and Listening by Kathy A. Mills (The Reading Teacher, 63(4), pp. 325–329) provides valuable research and practical strategies for using speaking and listening in the reading</p>	

<p>assess literature circles.</p> <p>http://www.litcircles.org/Discussion/focus.html</p> <p>Teacher Observation</p> <p>Shared discussion observation table rubric:</p> <p>http://www.readwritethink.org/files/resources/lesson_images/lesson57/observation_table.pdf</p>	<p>place for conversation can eventually be a place for peers to share with one another.</p> <p>Marzano’s Strategies to be used in teaching <i>Speaking and Listening</i> include, but are not limited to:</p> <p>Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach.</p> <p>Applications: -When grouping students, consider a variety of criteria, such as common experiences or interests. -Vary group sizes and objectives. -Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.</p> <p>Habits of Mind to be implemented during <i>Speaking and Listening</i> include, but are not limited to:</p> <p>Listening to Others with Understanding and Empathy Understand Others! Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.</p> <p>Thinking Flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Responding with Wonderment and Awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> <p>Managing Impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	<p>classroom.</p> <p>Kissman Onpoint Literacy Mats</p> <p>Kissman Onpoint Posters</p> <p>http://proteacher.com/070001.shtml Listening and Speaking activities).</p> <p>Information on Literature Circles: http://www.multiage-education.com/multiagen-b/readinggeist.html</p> <p>Literature Learning Ladders: http://eduscapes.com/ladders/themes/circles.htm</p> <p>Examples of Collaborative learning: http://www.brighthubeducation.com/teaching-middle-school/79825-three-activities-that-provide-collaborative-learning-examples/?cid=parsely_rec</p> <p>Speaking and Listening Activities: http://www.teachingideas.co.uk/english/contents_speakinglistening.htm</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Conversation, Collaborative</p>	<p>WHAT IS A CONVERSATION? WHAT DOES A CONVERSATION LOOK LIKE?</p>	

GRADE: 2	SUBJECT: ELA	STRAND: Speaking/Listening	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.SL.1A</p>	<p>Description: FOLLOW AGREED UPON RULES FOR DISCUSSIONS (E.G., GAINING THE FLOOR IN RESPECTFUL WAYS, LISTENING TO OTHERS WITH CARE, SPEAKING ONE AT A TIME ABOUT THE TOPICS AND TEXTS UNDER DISCUSSION).</p>		
	<p>Students in grade two will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc).</p> <p>Second grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.</p>		
	<p>ACT/Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>		
	<p>Board Objective: I CAN work in a small group to learn how to follow agreed-upon rules for discussions.</p>		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Assess students using The Traits of Conversation Rubrics:</p> <p>Rubric Examples: http://www2.sandinet/depts/literacy/rubrics/list_speak.pdf</p> <p>http://www.bpsd.mb.ca/tech_files/Primary/ListeningSpeaking.pdf</p> <p>http://www.lf67.org/district/curriculum/oral_language/2_speaking_rubric.pdf</p> <p>Focus Questions to assess literature</p>	<p>Think-Pair-Share</p> <p>The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:</p> <ol style="list-style-type: none"> 1. Think: Students think independently about the question that has been posed, forming ideas of their own. 2. Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others. 3. Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process. <p>Read more on TeacherVision: http://www.teachervision.fen.com/group-work/cooperative-learning/48547.html#ixzz2NcZleWEo</p> <p>Follow us: TeacherVision on Facebook</p> <p>Literature Circles</p> <p>Once a book has been read by a student group or read aloud to a whole group, facilitate literature circles giving students specific roles.</p> <ul style="list-style-type: none"> • Artful Artist – uses visual art to represent significant ideas or scenes from the book • Capable Connector – finds connections between the book and personal events or experiences, something studied in another content area or another book. • Discussion Director – serves as facilitator (may initially be the teacher, but students will soon begin to assume the role) and writes questions that will initiate and guide group discussion. 		<p>Think-Pair-Share</p> <p>http://www.readingquest.org/strat/tps.html</p> <p>Classroom Discussions: Using Math Talk to Help Students Learn by Suzanne H. Chapin, Catherine O'Connor, and Nancy Canavan Anderson (Math Solutions, 2009) provides strategies for using talk to learn mathematical concepts.</p> <p>Floating on a Sea of Talk: Reading Comprehension Through Speaking and Listening by Kathy A. Mills (The Reading Teacher, 63(4), pp. 325–329) provides valuable research and practical</p>

<p>circles.</p> <p>http://www.litcircle.org/Discussion/focus.html</p> <p>Teacher Observation</p>	<ul style="list-style-type: none"> • Literary Luminary – selects “beautiful language” (can be focused on figurative language, dialogue, description) and/or interesting or important passages. <p>Other roles can be created and added to adjust for group size (i.e., Reliable Reteller – to bring group up to speed on what was read previously; Word Wizard – to research words that are unique or difficult). With specific roles, students are focused and ready to enter the discussion armed with their information. Roles can diminish as students become more and more comfortable with literature circles.</p> <p>Conversation Station</p> <p>Create a location in the classroom with no more than three chairs. Use the space to ask open-ended questions that engage children in conversations and promote opportunities to use language. The number of children in the Conversation Station should not be more than two at a time to provide ample opportunity for true conversation. The teacher can model how conversations can take place in this center. The station can include artifacts related to the class theme, recently read books and writing materials. This place for conversation can eventually be a place for peers to share with one another.</p> <p><u>Marzano’s Strategies to be used in teaching <i>Speaking and Listening</i> include, but are not limited to:</u></p> <p>Cooperative Learning</p> <p>Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach.</p> <p>Applications:</p> <ul style="list-style-type: none"> -When grouping students, consider a variety of criteria, such as common experiences or interests. -Vary group sizes and objectives. -Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability. <p><u>Habits of Mind to be implemented during <i>Speaking and Listening</i> include, but are not limited to:</u></p> <p>Listening to Others with Understanding and Empathy</p> <p>Understand Others! Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.</p> <p>Thinking Flexibly</p> <p>Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> <p>Thinking and Communicating with Clarity and Precision</p> <p>Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Responding with Wonderment and Awe</p> <p>Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> <p>Managing Impulsivity</p>	<p>strategies for using speaking and listening in the reading classroom.</p> <p>Kissman Onpoint Literacy Mats</p> <p>Kissman Onpoint Posters</p> <p>http://proteacher.com/070001.shtml Listening and Speaking activities).</p> <p>Information on Literature Circles: http://www.multiage-education.com/multiagen-b/readinggeist.html</p> <p>Literature Learning Ladders: http://eduscapes.com/ladders/themes/circles.htm</p> <p>Examples of Collaborative learning: http://www.brighthubeducation.com/teaching-middle-school/79825-three-activities-that-provide-collaborative-learning-examples/?cid=parsely_rec</p> <p>Speaking and Listening Activities: http://www.teachingideas.co.uk/english/contents_speakinglistening.htm</p>
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	<p>Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
Rules, Discussion	WHAT ARE THE RULES TO FOLLOW WHEN YOU HAVE A CONVERSATION WITH A PEER?	

GRADE: 2	SUBJECT: ELA	STRAND: Speaking/Listening	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.SL.1B</p>	<p>Description: BUILD ON OTHERS' TALK IN CONVERSATION BY LINKING THEIR COMMENTS TO THE REMARKS OF OTHERS.</p>		
	<p>Students in grade two will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc).</p>		
	<p>Second grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.</p>		
	<p>ACT/Anchor Standard: Prepare and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>		
<p>Board Objective: I CAN build on others' talk in conversation by linking their comments to the remarks of others to communicate effectively.</p>			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Shared discussion observation table rubric: http://www.readwritethink.org/files/resources/lesson_images/lesson57/observation_table.pdf</p> <p>Assess students using The Traits of Conversation Rubrics: Rubric Examples: http://www2.sandi.net/depts/literacy/rubrics/list_speak.pdf</p> <p>http://www.bpsd.mb.ca/tech_files/PrimListeningSpeaking.pdf</p>	<p>Think-Pair-Share</p> <p>The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:</p> <ol style="list-style-type: none"> 1.Think: Students think independently about the question that has been posed, forming ideas of their own. 2.Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others. 3.Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process. <p>Read more on TeacherVision: http://www.teachervision.fen.com/group-work/cooperative-learning/48547.html#ixzz2NcZleWEo</p> <p>Follow us: TeacherVision on Facebook</p> <p>Literature Circles</p> <p>Once a book has been read by a student group or read aloud to a whole group, facilitate literature circles giving students specific roles.</p> <ul style="list-style-type: none"> • Artful Artist – uses visual art to represent significant ideas or scenes from the book • Capable Connector – finds connections between the book and personal events or experiences, something studied in another content area or another book. 		<p>Readwritethink.org</p> <p>Think-Pair-Share http://www.readingquest.org/strat/tps.html</p> <p>Classroom Discussions: Using Math Talk to Help Students Learn by Suzanne H. Chapin, Catherine O'Connor, and Nancy Canavan Anderson (Math Solutions, 2009) provides strategies for using talk to learn mathematical concepts.</p> <p>Floating on a Sea of Talk: Reading Comprehension Through Speaking and Listening</p>

<p>http://www.lf67.org/district/curriculum/oral_language/2_speaking_rubric.pdf</p>	<ul style="list-style-type: none"> • Discussion Director – serves as facilitator (may initially be the teacher, but students will soon begin to assume the role) and writes questions that will initiate and guide group discussion. • Literary Luminary – selects “beautiful language” (can be focused on figurative language, dialogue, description) and/or interesting or important passages. 	<p>by Kathy A. Mills (The Reading Teacher, 63(4), pp. 325–329) provides valuable research and practical strategies for using speaking and listening in the reading classroom.</p>
<p>Focus Questions to assess literature circles.</p>	<p>Other roles can be created and added to adjust for group size (i.e., Reliable Reteller – to bring group up to speed on what was read previously; Word Wizard – to research words that are unique or difficult). With specific roles, students are focused and ready to enter the discussion armed with their information. Roles can diminish as students become more and more comfortable with literature circles.</p>	<p>Kissman Onpoint Literacy Mats</p>
<p>http://www.litecircles.org/Discussion/focus.html</p>	<p>Conversation Station</p> <p>Create a location in the classroom with no more than three chairs. Use the space to ask open-ended questions that engage children in conversations and promote opportunities to use language. The number of children in the Conversation Station should not be more than two at a time to provide ample opportunity for true conversation. The teacher can model how conversations can take place in this center. The station can include artifacts related to the class theme, recently read books and writing materials. This place for conversation can eventually be a place for peers to share with one another.</p>	<p>Kissman Onpoint Posters</p> <p>http://proteacher.com/070001.shtml</p>
<p>Teacher Observation</p>	<p>Conversation Station</p> <p>Create a location in the classroom with no more than three chairs. Use the space to ask open-ended questions that engage children in conversations and promote opportunities to use language. The number of children in the Conversation Station should not be more than two at a time to provide ample opportunity for true conversation. The teacher can model how conversations can take place in this center. The station can include artifacts related to the class theme, recently read books and writing materials. This place for conversation can eventually be a place for peers to share with one another.</p>	<p>Listening and Speaking activities).</p>
<p><u>Marzano’s Strategies to be used in teaching <i>Speaking and Listening</i> include, but are not limited to:</u></p>		
<p>Cooperative Learning</p>		
<p>Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach.</p>		
<p>Applications:</p>		
<p>-When grouping students, consider a variety of criteria, such as common experiences or interests.</p>		
<p>-Vary group sizes and objectives.</p>		
<p>-Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.</p>		
<p><u>Habits of Mind to be implemented during <i>Speaking and Listening</i> include, but are not limited to:</u></p>		
<p>Listening to Others with Understanding and Empathy</p>		
<p>Understand Others! Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.</p>		
<p>Thinking Flexibly</p>		
<p>Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p>		
<p>Thinking and Communicating with Clarity and Precision</p>		
<p>Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>		
<p>Responding with Wonderment and Awe</p>		
<p>Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and</p>		
<p>Information on Literature Circles: http://www.multiage-education.com/multiagen-b/readinggeist.html</p>		
<p>Literature Learning Ladders: http://eduscapes.com/ladders/themes/circles.htm</p>		
<p>Examples of Collaborative learning: http://www.brighthubeducation.com/teaching-middle-school/79825-three-activities-that-provide-collaborative-learning-examples/?cid=parsely_r</p>		

	<p>beauty.</p> <p>Managing Impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<p>ec</p> <p>Speaking and Listening Activities: http://www.teachingideas.co.uk/english/contents_speakinglistening.htm</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
Conversation, Comment	WHAT IS THE CORRECT WAY TO COMMENT ON OTHERS' REMARKS AS YOU WORK WITH YOUR PEERS?	

GRADE: 2	SUBJECT: ELA	STRAND: Speaking/Listening	MONTH(S) TAUGHT:
CODE: ELA.2.SL.1C	Description: ASK FOR CLARIFICATION AND FURTHER EXPLANATION AS NEEDED ABOUT THE TOPICS AND TEXTS UNDER DISCUSSION.		
	Students in grade two will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc).		
	Second grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.		
	ACT/Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
Board Objective: I CAN ask questions when I don't understand a speaker so I can become a better listener and speaker.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Assess students using The Traits of Conversation Rubrics: Rubric Examples: http://www2.sandi.net/depts/literacy/rubrics/list_speak.pdf http://www.bpsd.mb.ca/tech_files/PrimListeningSpeaking.pdf http://www.lf67.org/district/curriculum/oral_language/2_speaking_rubric.pdf Focus Questions to assess literature circles. http://www.litcircles.org/Discussion/focus.html	Think-Pair-Share The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps: 1. Think: Students think independently about the question that has been posed, forming ideas of their own. 2. Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others. 3. Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process. Literature Circles Once a book has been read by a student group or read aloud to a whole group, facilitate literature circles giving students specific roles. <ul style="list-style-type: none"> • Artful Artist – uses visual art to represent significant ideas or scenes from the book • Capable Connector – finds connections between the book and personal events or experiences, something studied in another content area or another book. • Discussion Director – serves as facilitator (may initially be the teacher, but students will soon begin to assume the role) and writes questions that will initiate and guide group discussion. • Literary Luminary – selects “beautiful language” (can be focused on figurative language, dialogue, description) and/or interesting or important passages. Other roles can be created and added to adjust for group size (i.e., Reliable Reteller – to bring group up to speed on what was read previously; Word Wizard – to research words that are unique or difficult). With specific roles,		Readwritethink.org Think-Pair-Share http://www.readingquest.org/strat/tps.html Classroom Discussions: Using Math Talk to Help Students Learn by Suzanne H. Chapin, Catherine O'Connor, and Nancy Canavan Anderson (Math Solutions, 2009) provides strategies for using talk to learn mathematical concepts. Floating on a Sea of

<p>Teacher Observation</p>	<p>students are focused and ready to enter the discussion armed with their information. Roles can diminish as students become more and more comfortable with literature circles.</p> <p>Conversation Station Create a location in the classroom with no more than three chairs. Use the space to ask open-ended questions that engage children in conversations and promote opportunities to use language. The number of children in the Conversation Station should not be more than two at a time to provide ample opportunity for true conversation. The teacher can model how conversations can take place in this center. The station can include artifacts related to the class theme, recently read books and writing materials. This place for conversation can eventually be a place for peers to share with one another.</p> <p>Marzano's Instructional Practices: 1. Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort. Applications: * Share stories about people who succeeded by not giving up. * Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.</p> <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards. Applications: * Find ways to personalize recognition. Give awards for individual accomplishments. * "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise Homework and Practice: Homework and practice are related. Homework should be a focused strategy for increasing understanding. The goal for practice is for students to get as close to mastery as possible. Practice means students are engaged in applying new learning. Just as classroom instruction, homework should be differentiated to meet the needs of each individual student. In the elementary grades, it is recommended that homework time in minutes not exceed grade level x 10 (i.e. Grade 4 does not exceed 40 min.)</p> <p>2. Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach. Applications: * When grouping students, consider a variety of criteria, such as common experiences or interests. * Vary group sizes and objectives.</p>	<p>Talk: Reading Comprehension Through Speaking and Listening by Kathy A. Mills (The Reading Teacher, 63(4), pp. 325–329) provides valuable research and practical strategies for using speaking and listening in the reading classroom.</p> <p>Kissman Onpoint Literacy Mats</p> <p>Kissman Onpoint Posters</p> <p>http://proteacher.com/070001.shtml Listening and Speaking activities).</p> <p>Information on Literature Circles: http://www.multiage-education.com/multiagen-b/readinggeist.html</p> <p>Literature Learning Ladders: http://eduscapes.com/ladders/themes/circles.htm</p> <p>Examples of</p>
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	<p>* Design group work around the core components of cooperative learning-positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.</p> <p>3. Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Applications: * Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process. * Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes. Applications: * Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. * Keep feedback timely and specific. * Encourage students to lead feedback sessions.</p>	<p>Collaborative learning: http://www.brighthubeducation.com/teaching-middle-school/79825-three-activities-that-provide-collaborative-learning-examples/?cid=parse_ly_rec</p> <p>Speaking and Listening Activities: http://www.teachingideas.co.uk/english/contents_speakinglistening.htm</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
Clarification	WHAT DO WE DO WHEN WE DON'T UNDERSTAND WHAT A SPEAKER IS SAYING?	

GRADE: 2	SUBJECT: ELA	STRAND: Speaking/Listening	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.SL.2</p>	<p>Description: RECOUNT OR DESCRIBE KEY IDEAS OR DETAILS FROM A TEXT READ ALOUD OR INFORMATION PRESENTED ORALLY OR THROUGH OTHER MEDIA.</p>		
	<p>Students in grade two will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc).</p> <p>Second grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.</p>		
	<p>ACT/Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
	<p>Board Objective: I CAN retell key ideas from a story to work on improving my listening skills.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Assess students using The Traits of Conversation Rubrics:</p> <p>Rubric Examples: http://www2.sandi.net/depts/literacy/rubrics/list_speak.pdf</p> <p>http://www.bpsd.mb.ca/tech_files/Primary_Listening_Speaking.pdf</p> <p>http://www.lf67.org/district/curriculum/oral_language/2_speaking_rubric.pdf</p> <p>Focus Questions to</p>	<p>Think-Pair-Share</p> <p>The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:</p> <ol style="list-style-type: none"> 1.Think: Students think independently about the question that has been posed, forming ideas of their own. 2.Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others. 3.Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process. <p>Literature Circles</p> <p>Once a book has been read by a student group or read aloud to a whole group, facilitate literature circles giving students specific roles.</p> <ul style="list-style-type: none"> • Artful Artist – uses visual art to represent significant ideas or scenes from the book • Capable Connector – finds connections between the book and personal events or experiences, something studied in another content area or another book. • Discussion Director – serves as facilitator (may initially be the teacher, but students will soon begin to assume the role) and writes questions that will initiate and guide group discussion. • Literary Luminary – selects “beautiful language” (can be focused on figurative language, dialogue, description) and/or interesting or important passages. 	<p>Readwritethink.org</p> <p>Think-Pair-Share http://www.readingquest.org/strat/tps.html</p> <p>Classroom Discussions: Using Math Talk to Help Students Learn by Suzanne H. Chapin, Catherine O’Connor, and Nancy Canavan Anderson (Math Solutions, 2009) provides strategies for using talk to learn mathematical concepts.</p> <p>Floating on a Sea of Talk: Reading Comprehension Through Speaking and Listening by Kathy A. Mills (The Reading Teacher, 63(4), pp. 325–329) provides valuable</p>	

<p>assess literature circles.</p> <p>http://www.litcircles.org/Discussion/focus.html</p> <p>Teacher Observation</p>	<p>Other roles can be created and added to adjust for group size (i.e., Reliable Reteller – to bring group up to speed on what was read previously; Word Wizard – to research words that are unique or difficult). With specific roles, students are focused and ready to enter the discussion armed with their information. Roles can diminish as students become more and more comfortable with literature circles.</p> <p>Conversation Station Create a location in the classroom with no more than three chairs. Use the space to ask open-ended questions that engage children in conversations and promote opportunities to use language. The number of children in the Conversation Station should not be more than two at a time to provide ample opportunity for true conversation. The teacher can model how conversations can take place in this center. The station can include artifacts related to the class theme, recently read books and writing materials. This place for conversation can eventually be a place for peers to share with one another.</p> <p>Discussion Web: The discussion web is an excellent activity to promote students' engagement with text because it allows for the examination of various points of view within a social setting. This comprehension activity encourages students to work collaboratively in small groups and promotes the opportunity for all voices to be heard. It also encourages argumentation of an open-ended question because it requires students to become proponents or opponents of an issue by offering valid reasons in defense of or opposition to the focus question. Further, this approach develops and enriches the thinking, listening, talking, reading, writing, viewing, and visually representing abilities of students. http://www.readingrockets.org/article/39991/</p> <p>Interactive Read- Aloud: In an "interactive" read-aloud, the teacher reads aloud but stops periodically to ask a question or give a prompt; the students can jot down a response, turn and talk to a partner or small group, or share thoughts with the whole class.</p> <p><u>Marzano's Strategies to be used in teaching <i>Speaking and Listening</i> include, but are not limited to:</u></p> <p>Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach.</p> <p>Applications: -When grouping students, consider a variety of criteria, such as common experiences or interests. -Vary group sizes and objectives. -Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.</p>	<p>research and practical strategies for using speaking and listening in the reading classroom.</p> <p>Kissman Onpoint Literacy Mats</p> <p>Kissman Onpoint Posters</p> <p>http://proteacher.com/070001.shtml Listening and Speaking activities).</p> <p>Information on Literature Circles: 1. http://www.multiage-education.com/multiagen-b/readinggeist.html 2. http://faculty.weber.edu/ppitts/ed4320/Handouts/litcircles.htm</p> <p>Literature Learning Ladders: http://eduscapes.com/ladders/themes/circles.htm</p> <p>Examples of Collaborative learning: http://www.brighthubeducation.com/teaching-middle-school/79825-three-activities-that-provide-collaborative-learning-examples/?cid=parsely_rec</p> <p>Speaking and Listening Activities: http://www.teachingideas.co.uk/english/</p>
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	<p>Habits of Mind to be implemented during <i>Speaking and Listening</i> include, but are not limited to:</p> <p>Listening to Others with Understanding and Empathy Understand Others! Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.</p> <p>Thinking Flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Responding with Wonderment and Awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> <p>Managing Impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	<p>contents_speakinglistening.htm</p> <p>www.readingrockets.org</p> <p>Book Talks: http://2011nctiesconf.pbworks.com/f/BookTalk+Tips.pdf</p> <p>The Busy Teachers Cafe website offers ideas for Listening Center (Listening Workstation). Look also under comprehension for questioning: Independent Reading Center. http://www.busyteacherscafe.com/literacy_centers/listeningcenter.html</p> <p>This is a questioning poster children can use as a resource for generating questions. http://www.liberty.k12.ga.us/jwalts/RecipTeaching/Questioning.pdf</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
Describe, Key Ideas	WHAT ARE THE KEY IDEAS IN A STORY? WHAT WERE THE KEY IDEAS IN THE STORY WE JUST READ?	

GRADE: 2	SUBJECT: ELA	STRAND: Speaking/Listening	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.SL.3</p>	<p>Description: ASK AND ANSWER QUESTIONS ABOUT WHAT A SPEAKER SAYS IN ORDER TO CLARIFY COMPREHENSION, GATHER ADDITIONAL INFORMATION, OR DEEPEN UNDERSTANDING OF A TOPIC OR ISSUE.</p>		
	<p>Students in grade two will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc).</p> <p>Second grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.</p>		
	<p>ACT/Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>		
	<p>Board Objective: I CAN ask questions when I don't understand a speaker to become a better listener and speaker.</p>		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Assess students using The Traits of Conversation Rubrics: Rubric Examples: http://www2.sandi.net/depts/literacy/rubrics/list_speak.pdf http://www.bpsd.mb.ca/tech_files/PrimListening_Speaking.pdf http://www.lf67.org/district/curriculum/oral_language/2_speaking_rubric.pdf</p>	<p>Think-Pair-Share The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps: 1. Think: Students think independently about the question that has been posed, forming ideas of their own. 2. Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others. 3. Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.</p> <p>Question Toss Game: Teach children to answer a question while staying active with question toss. Ask a question then throw the ball to a student. The student answers the question then asks a related follow-up question. The student throws the ball to another student. The second student follows the same directions as the first student by answering the question and asking a related question. This continues until someone is unable to think of an answer, a question, or an on-topic response to a question.</p> <p>One-on-One Show and Tell Ask parents to send a picture, drawing, or item representing an activity or hobby their child enjoys or have children draw a picture of their favorite toy or activity. Put children in pairs. Before the activity starts tell children to ask their friends questions about their activity and to remain on topic until it is their turn to answer questions about their</p>		<p>Readwritethink.org</p> <p>Think-Pair-Share http://www.readingquest.org/strat/tps.html</p> <p>Classroom Discussions: Using Math Talk to Help Students Learn by Suzanne H. Chapin, Catherine O'Connor, and Nancy Canavan Anderson (Math Solutions, 2009) provides strategies for using talk to learn mathematical concepts.</p>

Focus Questions to assess literature circles.	activity. Have one child show their item or picture and the other child ask questions about the favorite activity. After a few minutes have the children switch roles.	
http://www.litcircles.org/Discussion/focus.html	Literature Circles Once a book has been read by a student group or read aloud to a whole group, facilitate literature circles giving students specific roles.	Floating on a Sea of Talk: Reading Comprehension Through Speaking and Listening by Kathy A. Mills (The Reading Teacher, 63(4), pp. 325–329) provides valuable research and practical strategies for using speaking and listening in the reading classroom.
Teacher Observation	<ul style="list-style-type: none"> • Artful Artist – uses visual art to represent significant ideas or scenes from the book • Capable Connector – finds connections between the book and personal events or experiences, something studied in another content area or another book. 	
Link to this website to obtain all sorts of handouts on questioning techniques, including a “Checklist for Planning Questions: http://teachertools.londongt.org/?page=questioning	<ul style="list-style-type: none"> • Discussion Director – serves as facilitator (may initially be the teacher, but students will soon begin to assume the role) and writes questions that will initiate and guide group discussion. • Literary Luminary – selects “beautiful language” (can be focused on figurative language, dialogue, description) and/or interesting or important passages. <p>Other roles can be created and added to adjust for group size (i.e., Reliable Reteller – to bring group up to speed on what was read previously; Word Wizard – to research words that are unique or difficult). With specific roles, students are focused and ready to enter the discussion armed with their information. Roles can diminish as students become more and more comfortable with literature circles.</p>	
Techniques	Conversation Station Create a location in the classroom with no more than three chairs. Use the space to ask open-ended questions that engage children in conversations and promote opportunities to use language. The number of children in the Conversation Station should not be more than two at a time to provide ample opportunity for true conversation. The teacher can model how conversations can take place in this center. The station can include artifacts related to the class theme, recently read books and writing materials. This place for conversation can eventually be a place for peers to share with one another.	Kissman Onpoint Literacy Mats
A rubric for noting listening skill levels can be found at http://web.woodburn.k12.or.us/departments/curriculum/ld/docs/assess_activ15.pdf	Marzano's Instructional Practices: 1. Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.	Kissman Onpoint Posters
Simple 3-part rubrics for assessing listening and speaking can be found at http://www.readwritethink.org/files/resou	Applications: * Share stories about people who succeeded by not giving up. * Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.	http://proteacher.com/070001.shtml Listening and Speaking activities).
	According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.	Information on Literature Circles: http://www.multiage-education.com/multiage-b/readinggeist.html Literature Learning Ladders: http://eduscapes.com/ladders/themes/circles.htm

<p>rces/lesson_images/lesson38/RWT014-3.PDF</p> <p>A rubric for assessing listening can be found at http://www.proteacher.com/redirect.php?goto=443</p>	<p><u>Marzano’s Strategies to be used in teaching <i>Speaking and Listening</i> include, but are not limited to:</u></p> <p>Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don’t overuse this strategy—be systematic and consistent in your approach.</p> <p>Applications: -When grouping students, consider a variety of criteria, such as common experiences or interests. -Vary group sizes and objectives. -Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.</p> <p><u>Habits of Mind to be implemented during <i>Speaking and Listening</i> include, but are not limited to:</u></p> <p>Listening to Others with Understanding and Empathy Understand Others! Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.</p> <p>Thinking Flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Responding with Wonderment and Awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> <p>Managing Impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	<p>Examples of Collaborative learning: http://www.brighteducation.com/teaching-middle-school/79825-three-activities-that-provide-collaborative-learning-examples/?cid=parse_ly_rec</p> <p>Speaking and Listening Activities: http://www.teachingideas.co.uk/english/contents_speakinglistening.htm</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	

GRADE: 2	SUBJECT: ELA	STRAND: Speaking/Listening	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.SL.4</p>	<p>Description: TELL A STORY OR RECOUNT AN EXPERIENCE WITH APPROPRIATE FACTS AND RELEVANT, DESCRIPTIVE DETAILS, SPEAKING AUDIBLY IN COHERENT SENTENCES.</p>		
	<p>Second grade students should be able to engage in storytelling and report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions. They should be able to utilize digital media (Garage Band, personal computers) to make audio recordings of stories or poems and add visual displays to illuminate chosen facts or details. In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate digital media and visual displays.</p>		
	<p>Students will need to engage in behaviors that lead to the expression of complete ideas both verbally and in writing: turn and talk, small group discussion, computer use, and writing and speaking learning activities. Students will also need a purposeful focus on choice-making throughout ELA.</p>		
	<ul style="list-style-type: none"> • For example, second grade students need to be able to choose visual displays that add to and support their thinking about a topic. • Students must be able to articulate their ideas in complete sentences. 		
<p>ACT/Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>			
<p>Board Objective: I CAN Use facts and details when I am retelling a story as I work to become a better speaker.</p>			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Oral Relling Checklist Sample: http://classroom.jc-schools.net/read/updates/RetellingRubric.pdf</p> <p>Assess students using The Traits of Conversation Rubrics: Rubric Examples: http://www2.sandi.net/depts/literacy/rubrics/list_speak.pdf</p> <p>http://www.bpsd.mb.ca/tech_files/PrimListenin</p>	<p>Images Talk</p> <p>Collect images of faces from newspapers and magazines. Use open-ended questions to encourage conversation about how the person might be feeling and what their expression can tell someone. Provide time for students to develop hypotheses about why the person feels/looks the way they do. As students present hypotheses, have them support them with details from the picture.</p> <p>Investigations</p> <p>When introducing a new theme or topic in the classroom, encourage students to present what they know about it to a small group of their peers. Encourage students to use their own drawings and drafts of posters with information as a part of their presentations. This type of mini-presentation provides practice and enhances skills that students will use in more formal situations.</p> <p>Model oral retelling. Read a short book within reading level of audience. Orally retell story with main character, beginning-middle-end, and other points. Review Retelling Checklist to see if all pints are covered.</p> <p>Read a short book to students. Have "volunteer or volunteers" come to front of class and orally retell story.</p>	<p>Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening by Heidi Hayes Jacobs (Eye on Education, 2006) shows how to integrate all forms of literacy instruction across the curriculum.</p> <p>Kissman Onpoint</p>	

<p>g Speaking.pdf</p> <p>http://www.lf67.org/district/curriculum/oral_language/2_speaking_rubric.pdf</p> <p>Simple 3-part rubrics for assessing listening and speaking</p> <p>http://www.readwritethink.org/files/resources/lesson_images/lesson38/RWT014-3.PDF</p> <p>A copy of the “Speaking Behavior Checklist” can be found here.</p> <p>http://www.beaconlearningcenter.com/documents/1219_01.pdf</p>	<p>Prompts from illustrations in book and verbal prompts from teacher can help guide students who are getting lost. (For example, "And then what came next in the story?") Show the illustrations as a guide as students go along.</p> <p>Story Retelling as a Group Activity: Have the students or children sit in a circle or move their desks into a circle. After telling them a story or reading a story together, begin the story retelling as a game. One student begins the retelling with a few sentences, finishing with a lead-in such as "And then" The next student adds a sentence or two and finishes with a lead-in to the next student, and so forth. This turns the retelling into a group effort, reducing pressure on students who may have some performance anxiety about retelling the story in front of the class.</p> <p>Retell with Pictures Give students drawing supplies and ask them to draw a picture from the story. Divide the class into groups responsible for drawing pictures from the beginning, middle or end of the story. When the drawings are finished, the students can arrange their pictures in the correct order. Ask students to share their picture with the class, retelling a portion of the story that coincides with their drawing.</p> <p><u>Marzano’s Strategies to be used in teaching <i>Speaking and Listening</i> include, but are not limited to:</u></p> <p>Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach.</p> <p>Applications:</p> <ul style="list-style-type: none"> -When grouping students, consider a variety of criteria, such as common experiences or interests. -Vary group sizes and objectives. -Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability. <p><u>Habits of Mind to be implemented during <i>Speaking and Listening</i> include, but are not limited to:</u></p> <p>Listening to Others with Understanding and Empathy Understand Others! Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.</p> <p>Thinking Flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Responding with Wonderment and Awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> <p>Managing Impulsivity</p>	<p>Literacy Mats</p> <p>Kissman Onpoint Posters</p> <p>http://www.proteach.com (Listening and Speaking activities).</p> <p>Story Retelling Activities: http://www.ctcasl.com/conf/Conf10/conf10_pres/Selk_Story_Retelling_handouts.pdf</p> <p>http://www.storyarts.org/lessonplans/lessonideas/index.html</p> <p>Readwrite think.org</p>
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	<p>Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
Facts Relevant Details	HOW CAN WE USE FACTS AND DETAILS TO STRENGTHEN OUR SPEAKING?	

GRADE: 2	SUBJECT: ELA	STRAND: Speaking/Listening	MONTH(S) TAUGHT:
<p>CODE:</p> <p>ELA.2.SL.5</p>	<p>Description: CREATE AUDIO RECORDINGS OF STORIES OR POEMS; ADD DRAWINGS OR OTHER VISUAL DISPLAYS TO STORIES OR RECOUNTS OF EXPERIENCES WHEN APPROPRIATE TO CLARIFY IDEAS, THOUGHTS, AND FEELINGS.</p>		
	<p>Second grade students should be able to engage in storytelling and report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions. They should be able to utilize digital media (Garage Band, personal computers) to make audio recordings of stories or poems and add visual displays to illuminate chosen facts or details. In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate digital media and visual displays.</p>		
	<p>Students will need to engage in behaviors that lead to the expression of complete ideas both verbally and in writing: turn and talk, small group discussion, computer use, and writing and speaking learning activities. Students will also need a purposeful focus on choice-making throughout ELA.</p> <ul style="list-style-type: none"> • For example, second grade students need to be able to choose visual displays that add to and support their thinking about a topic. • Students must be able to articulate their ideas in complete sentences. 		
	<p>ACT/Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>		
<p>Board Objective: I CAN add drawings and use other visuals to better explain things when I speak.</p>			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>A Listening Rubric: http://www.proteacher.com/redirect.php?goto=443</p> <p>A speaking and listening rubric that teachers can use to monitor student progress: http://www.lf67.org/district/curriculum/oral_language/2_speaking_rubric.pdf</p>	<p>In this video a second grade teacher shares how she uses a simple voice recorder to record student voices for reading fluency, reader’s theater, and projects. http://www.youtube.com/watch?v=WNHI7LGo3Q8</p> <p>A framework for planning a listening lesson is. http://www.teachingenglish.org.uk/articles/a-framework-planning-a-listening-skills-lesson</p> <p><u>Marzano’s Strategies to be used in teaching <i>Speaking and Listening</i> include, but are not limited to:</u></p> <p>Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don’t overuse this strategy—be systematic and consistent in your approach.</p> <p>Applications: -When grouping students, consider a variety of criteria, such as common experiences or interests.</p>		<p>This website has several activities teachers can use as they implement audio recordings as part of speaking and listening. http://www.angelfire.com/ms/MediaLiteracy/Grade2.html</p> <p>Students can tell a story or make a drawing to present knowledge and ideas at this interactive site: kerpoof.com.</p>

<p>Assess students using The Traits of Conversation Rubrics: Rubric Examples: http://www2.sandi.net/depts/literacy/rubrics/list_speak.pdf</p> <p>http://www.bpsd.mb.ca/tech_files/PrimListeningSpeaking.pdf</p>	<p>-Vary group sizes and objectives. -Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.</p> <p>Habits of Mind to be implemented during <i>Speaking and Listening</i> include, but are not limited to:</p> <p>Listening to Others with Understanding and Empathy Understand Others! Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.</p> <p>Thinking Flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Responding with Wonderment and Awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> <p>Managing Impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	<p>Audacity is free, open source software for recording and editing sounds. It is available for Mac OS X, Microsoft Windows, GNU/Linux, and other operating systems. http://audacity.sourceforge.net/</p> <p>This website hosts a large listing of stories that can be read online and audio books for listening. Students can use these stories for examples of recordings as well as in exercises that will require them to add drawings to clarify ideas. http://www.techsupportalert.com/free-books-children</p> <p>Kissman Onpoint Literacy Mats</p> <p>Kissman Onpoint Posters</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Clarify, visual display, experiences</p>	<p>HOW CAN ADDING VISUALS CLARIFY IDEAS, THOUGHTS AND FEELINGS IN A STORY?</p>	

GRADE: 2	SUBJECT: ELA	STRAND: Speaking/Listening	MONTH(S) TAUGHT:
CODE: ELA.2.SL.6	Description: PRODUCE COMPLETE SENTENCES WHEN APPROPRIATE TO TASK AND SITUATION IN ORDER TO PROVIDE REQUESTED DETAIL OR CLARIFICATION.		
	Second grade students should be able to engage in storytelling and report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions. They should be able to utilize digital media (Garage Band, personal computers) to make audio recordings of stories or poems and add visual displays to illuminate chosen facts or details. In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate digital media and visual displays.		
	Students will need to engage in behaviors that lead to the expression of complete ideas both verbally and in writing: turn and talk, small group discussion, computer use, and writing and speaking learning activities. Students will also need a purposeful focus on choice-making throughout ELA. <ul style="list-style-type: none"> • For example, second grade students need to be able to choose visual displays that add to and support their thinking about a topic. • Students must be able to articulate their ideas in complete sentences. 		
	ACT/Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
Board Objective: I CAN Speak in complete sentences when asked to provide more detail or to explain as a way to improve my speaking skills.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Simple 3-part rubrics for assessing listening and speaking : http://www.readwritethink.org/files/resources/lesson_images/lesson38/RWT014-3.PDF Speaking Behavior Checklist: http://www.beaconlearningcenter.com/documents/1219_01.pdf	Sentence Quest: Using Parts of Speech to Write Descriptive Sentences-In this series of lessons, students create lists of nouns and verbs from their speaking vocabularies after listening to read-aloud stories about nouns and verbs. Students also learn the function and examples of adjectives. They select words from these lists to write on color-coded index cards based on their function and use the cards to learn about and create complete sentences. Finally, students utilize question words and descriptive words, to expand sentences in collaborative group activities. This sentence expansion activity, may also lead to use of pronouns, conjunctions, and adverbs. http://www.readwritethink.org/classroom-resources/lesson-plans/sentence-quest-using-parts-6.html?tab=1#tabs This lesson is an interesting activity to help students jazz up or make their sentences more interesting by adding adjectives, adverbs, more vibrant verbs, and descriptive nouns. Although a grade 3-4 writing lesson, it can be adapted to 2nd grade and to support coherent sentence development when speaking http://www.learnnc.org/lp/pages/3415?ref=search This grade 3-4 lesson is designed to help students develop more descriptive sentences in their writing. This lesson		Teaching Sentence Structure to Primary Writers” is a primer full of helpful hints about sentence construction based in a healthy dose of oral language. http://www.books4results.com/samples/SentenceStructureUnits/TeachingSentenceStructurePartOne.pdf

<p>This rating sheet from the National Council of State Supervisors of Language provides a scale to rate novice and intermediate speakers. The speech starters provide ideas teachers can use to support conversation. http://casls.uoregon.edu/pdfs/linguafolio/Presentationalspeaking.pdf</p>	<p>can be adapted to speaking and to 2nd grade. http://www.learnnc.org/lp/pages/3373?ref=search</p> <p>Marzano'S Strategies: 1. Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. Applications: * Provide a set of rules for creating a summary. * When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests. Applications: * Use teacher-prepared notes. * Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>2. Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort. Applications: * Share stories about people who succeeded by not giving up. * Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.</p> <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards. Applications: * Find ways to personalize recognition. Give awards for individual accomplishments. * "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise Homework and Practice: Homework and practice are related. Homework should be a focused strategy for increasing understanding. The goal for practice is for students to get as close to mastery as possible. Practice means students are engaged in applying new learning. Just as classroom instruction, homework should be differentiated to meet the needs of each individual student. In the elementary grades, it is recommended that homework time in minutes not exceed grade level x 10 (i.e. Grade 4 does not exceed 40 min).</p>	<p>A blog titled, "Rethinking Show and Tell to Focus on Speaking and Listening Skills". http://blog.biguniverse.com/2011/08/05/rethinking-%E2%80%9Cshow-and-tell%E2%80%9D-to-focus-on-speaking-and-listening-skills-2/</p> <p>Readwritethink.org</p> <p>http://www.youtube.com/watch?v=j2xt3G6bevo In this video, Dr. Vicki Gipson discusses the challenges facing teachers in implementing the speaking and listening standards</p> <p>In the best practices video clips from Hamilton County Schools under the "Writer's Workshop" section, the sixth clip shows a series of writing lessons focusing on</p>
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	<p>3. Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Applications: * Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process. * Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes. Applications: * Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. * Keep feedback timely and specific. * Encourage students to lead feedback sessions.</p> <p>4. Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Applications: * Pause briefly after asking a question. Doing so will increase the depth of your students' answers. * Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.</p> <p><u>Marzano's Strategies to be used in teaching <i>Speaking and Listening</i> include, but are not limited to:</u> Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach. Applications: -When grouping students, consider a variety of criteria, such as common experiences or interests. -Vary group sizes and objectives. -Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.</p> <p><u>Habits of Mind to be implemented during <i>Speaking and Listening</i> include, but are not limited to:</u> Listening to Others with Understanding and Empathy Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.</p>	<p>word choice and adjectives. Although focused on writing, the strategies used to teach word choice and adjectives can be adapted to oral language presentations. . http://www.hcschools.org/literacy/bestpracticesclips.htm</p> <p>Check this site for grammar games focusing on sentence structure and composition http://grammar.yourdictionary.com/games-puzzles-and-worksheets/interactive-grammar-games.html</p> <p>Kung-Fu Sentences- Students reorder phrases to produce coherent sentences in this BBC game. Some of the sentences also contain prepositional phrases. There are three levels of difficulty. http://www.bbc.co.uk/bitesize/ks1/literac</p>
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	<p>Thinking Flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Responding with Wonderment and Awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> <p>Managing Impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	y/making_sentences/play/popup.shtml
VOCABULARY:	ESSENTIAL QUESTIONS:	
Sentence,Detail,Clarification	WHAT IS A COMPLETE SENTENCE?	