Glassboro Schools Curriculum
English Language Arts- Grade 2

Overview	Reading	Writing	Speaking and Listening	Language	Career Ready Practices	NJSLS for Social Studies & NGSS
Unit 1	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3B,E RL.2.3 RI.2.5 RF.2.4A,B,C RL.2.5 RI.2.6 RL.2. 7 RI.2.7 RL.2.10 RI.2.10	Primary Focus Standards: W.2.3 W.2.5 W.2.6	Primary Focus Standards: SL.2.1A,B,C SL.2.2 SL.2.6	Primary Focus Standards: L.2.1A,B,C L.2.2A,E L.2.3A L.2.4A,D,E L.2.5A L.2.6	CRP1 CRP2 CRP4 CRP6 CRP7 CRP12	**NJSLS for Social Studies:** 6.1.4.A.1-16; 6.1.4.B.1-10; 6.1.4.C.1-18; 6.1.4.D.1-20 **NGSS:** 2-LS2
	Text Type: • Literary • Informational	Writing Focus: • Narrative writing • Routine writing	Task type: • Respond to and interact with peers in small & whole group discussion	Skill focus: • Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking		
Unit 2	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3A,B,D RL.2.3 RI.2.3 RF.2.4A,B,C RL.2.4 RI.2.4 RL.2.5 RI.2.5 RL.2.7 RI.2.6 RL.2.10 RI.2.7 RI.2.10	Primary Focus Standards: W.2.2 W.2.5 W.2.6 W.2.7 W.2.8	Primary Focus Standards: SL.2.1A,B,C SL.2.4 SL.2.5 SL.2.6	Primary Focus Standards: L.2.1A,E,F L.2.2A,C,D,E L.2.3A L.2.4A,B,D,E L.2.5B L.2.6	CRP1 CRP2 CRP4 CRP6 CRP7 CRP8 CRP12	**NGSS:** 2-PS1; 2-LS2; 2-ESS1; 2-ESS2; K-2-ETS1
	Text Type: • Literary • Informational	Writing Focus: • Informative/ explanatory writing • Shared research writing • Routine writing	Task type: • Respond to and interact with peers in small & whole group discussion	Skill focus: • Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking		
Unit 3	Primary Focus Standards:	Primary Focus Standards:	Primary Focus	Primary Focus	CRP1	**NJSLS for**

	RL.2.1 RI.2.1 RF.2.3A,C,D,E RL.2.2 RI.2.2 RF.2.4A,B,C RL.2.4 RI.2.3 RL.2.6 RI.2.4 RL.2.9 RI.2.8 RL.2.10 RI.2.9 RI.2.10	W.2.1 W.2.2 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8	Standards: SL.2.1A,B,C SL.2.3 SL.2.5 SL.2.6	Standards: L.2.1B,C,D,E,F L.2.2B,C,D,E L.2.3A L.2.4A,B,C,E L.2.5A,B L.2.6	CRP2 CRP4 CRP5 CRP6 CRP7 CRP12	**Social Studies:** 6.1.4.A.1-16; 6.1.4.B.1-10; 6.3.4.A.1-4; 6.3.4.B.1; 6.3.4.C.1; 6.3.4.D.1
	Text Type: • Literary • Informational	Writing Focus: • Opinion writing • Informative/explanatory writing • Shared research writing • Routine writing	Task type: • Respond to and interact with peers in small & whole group discussion	Skill focus: • Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking		
Suggested Open Education Resources	Reading ● http://readingandwritingproject.org/ ● www.jenniferserravallo.com/blog ● http://www.wegivebooks.org/books ● http://www.nwp.org/cs/public/print/resource_topic/teaching_reading ● http://www.sightwords.com/ ● www.lindahoyt.com/tips.html ● http://www.readwritethink.org/ ● http://www.lesterlaminack.com/blog.htm ● www.seymoursimon.com/index.php/blog ● https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684	Writing & Language ● http://readingandwritingproject.org/ ● http://www.schrockguide.net/ - ● http://twowritingteachers.wordpress.com ● www.lindahoyt.com/tips.html ● http://www.readwritethink.org/ ● http://www.nwp.org/cs/public/print/resource_topic/teaching_writing	Speaking & Listening ● http://readingandwritingproject.org/ ● www.lindahoyt.com/tips.html	Critical Thinking ● http://readingandwritingproject.org/ ● http://kylenebeers.com/blog/feed ● www.lindahoyt.com/tips.html ● www.seymoursimon.com/index.php/blog		

Unit 1 Grade 2		
Unit 1 Reading Standards		**Unit 1 Reading Critical Knowledge and Skills**
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• Create questions about an important idea within the text (using who, what, where when, why, and/or how) • Respond to questions asked to demonstrate understanding of key details • Utilize textual evidence to support thinking when asking and answering general questions
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.		• Identify the characters in the story • Identify key details in the story • Consider how characters are involved in a story • Analyze their reactions to story events • Identify how the characters solve the problem
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	RL.2.5: • Examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends • Describe the parts of a story (beginning and end) • Describe how the parts of the story build from beginning to end RI.2.5: • Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information • Identify which text features help you find important information about what you're reading • Determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text
	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	• Determine the text's main purpose according to what the author wants the reader to know
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RL.2.7: • Utilize information from illustrations, pictures and words from print or digital text • Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot RI.2.7: • Utilize information from illustrations, diagrams or images from informational text. • Explain how illustrations, diagrams or images clarify the text
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	• Demonstrate good reading habits • Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band

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English Language Arts- Grade 2

Unit 1 Grade 2	
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C) RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)	• Utilize strategies for decoding two-syllable words in texts • Utilize strategies for decoding irregularly-spelled words in texts
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. RF.2.4.A. Read grade-level text with purpose and understanding. RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Use appropriate self-correction strategies to read words and for understanding • Reread text to better understand what was read, when necessary
Unit 1 Writing Standards	**Unit 1 Writing Critical Knowledge and Skills**
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	• Include an introduction statement • Describe order of events using transition words (e.g. first, next, then, last) • Choose descriptive words that match thinking, feelings, and actions • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • End with a closing statement
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.	• Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar • Utilize conferences, checklist sheets, and peer editing • Reflect on writing
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	• Publish writing both independently and with peers using digital tools • Use keyboarding techniques
Unit 1 Speaking and Listening Standards	**Unit 1 Speaking and Listening Critical Knowledge and Skills**
SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2.1.A. Follow agreed-upon norms 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). SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.	• Participate in a variety of grade-appropriate, collaborative, rich, structured conversations • Assume various roles in conversations (e.g., participant, leader, and observer) • Use norms of conversations (e.g., eye contact, taking turns, etc) • Connect comments to build on remarks of others • Ask questions and further explanations about topics and/or texts
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	• Demonstrate careful listening in order to describe or recount what is heard • Describe key ideas or details from a text or presentation when presented orally
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3	• Articulate ideas (both verbally and in writing) using complete sentences and ideas • Provide details or clarifications when speaking as requested

Unit 1 Grade 2	
here for specific expectations.)	
Unit 1 Language Standards	**Unit 1 Language Critical Knowledge and Skills**

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.2.1.A. Use collective nouns (e.g., group).
    L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
    L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).
	• Define and identify collective nouns in sentences
	• Use collective nouns in student writing pieces
	• Identify irregular plural nouns used when reading, writing or speaking
	• Classify plural nouns as regular or irregular
	• Form and use common irregular plural nouns
	• Identify reflexive pronouns when reading, writing or speaking
	• Classify pronouns as reflexive
	• Accurately use reflexive pronouns when reading, writing or speaking

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.2.2.A. Capitalize holidays, product names, and geographic names.
    L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
	• Demonstrate command of the conventions of standard English capitalization when writing
	• Utilize reference materials and resources to correct one's own spelling

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3.A. Compare formal and informal uses of English	• Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English

L.2.4. 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.
    L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
    L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
    L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	• Use context clues to determine or clarify the meaning of unknown and multiple-meaning words
	• Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words
	• Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings • Identify the connections of words to real-life experiences
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	• Show understanding of newly acquired vocabulary (gathered from discussions as well as text) • Make purposeful language choices to communicate in an effective way • Utilize adjectives and adverbs to describe where necessary

Unit 1 Grade 2: What will you learn about the world by sharing stories from your life & the lives of others?
Enduring Understandings/Skill Focus

Making Connections	
Interactive Read Aloud & Literature Discussion	*Enduring Understandings*
About the Text ▪ Notice similarities and differences among texts that are by the same author or on the same topic ▪ Compare different versions of the same story, rhyme, or traditional tale **Beyond the Text** ▪ Bring background knowledge to understanding characters and their problems ▪ Make connections to prior knowledge ▪ Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text ▪ Make connections to other texts by topic, major ideas, authors' styles, and genres ▪ Specify the nature of connections in discussion ▪ Relate important ideas in the text to each other and to ideas in other texts	▪ We make connections to ourselves, other text, and life in order to make us better readers. ▪ We can achieve a deeper understanding by making strong connections to the text. ▪ Our background knowledge can help us make connections from the known to the unknown. ▪ Readers make connections and judgments about literature by using relevant information from the text to write a personal response.

Determine Importance	
Interactive Read Aloud & Literature Discussion	*Enduring Understandings*
Within the Text ▪ Notice and remember facts, concepts, or ideas from a text. **About the Text** ▪ Talk about the connections between the illustrations and the text. ▪ Recognize how the writer or illustrator has placed ideas in the text and in the graphics. ▪ Understand fiction is stories that are not real and nonfiction as texts that provide real information. ▪ Understand realistic fiction as stories that could be real and fantasy as stories that could not be real.	▪ Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure. ▪Authors and illustrators use various text structures, techniques, and elements that help readers gain better understanding of a story. ▪ Readers can form opinions about the text and illustrations of a story they read. ▪ Texts can be classified as fiction or nonfiction, and further, into various types

▪ Understand biography as a story of a person's life.	of genres.
▪ Recognize and identify some aspects of text structure, such as beginning, events in sequential order, most exciting point on a story, and ending.	
▪ Use specific vocabulary to talk about texts: *author, illustrator, cover, wordless picture book, character, problem, solution, series book, dedication, end papers, book jacket, title page, chapters, resolution, main character, setting, fiction, nonfiction, informational book, literary nonfiction, poetry.*	▪ Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
Beyond the Text	▪ When students understand that all stories have certain common elements, they can recognize and describe elements in a story such as characters, setting, and major events.
▪ Think about and interpret the significance of events in a story.	

Fix-Up Strategies	
Interactive Read Aloud & Literature Discussion	*Enduring Understandings*
Within the Text ▪ Recognize new meanings for known words by using context ▪ Recognize and actively work to solve new vocabulary words	▪ Expert readers use meaning as a strategy to figure out unknown words. They meld their knowledge of the world and of reading and the information already gained from the text and illustrations to predict and/or confirm words in order to gain and maintain meaning. ▪ Expert readers use grammar as a strategy to figure out unknown words. They use knowledge of language patterns and word functions to predict and/or confirm words in order to gain and maintain meaning. ▪ Expert readers use phonics as a strategy to figure out unknown words. They use letter-sound relationships or patterns of letters or sounds to predict and/or confirm what a word says.

Drawing Inferences/Visualizing	
Interactive Read Aloud & Literature Discussion	*Enduring Understandings*
Within the Text ▪ Infer characters' intentions or feelings ▪ Infer characters' feelings and motivations from descriptions, what they do or say, and what others think about them **About the Text** ▪ Form and state the basis for opinions about authors ▪ Notice and understand the problem of a story and how it is solved **Beyond the Text** ▪ Use evidence from the text to support predictions (*I think…, because…*) ▪ Predict what will happen after the end	▪ Characters can be described by their different traits. ▪ Authors present characters in many different ways. ▪ Readers build theories by reading closely and inferring based on what a character does and how they do it. ▪ Readers step into the shoes of different characters and pay attention to moments when they face big challenges as well as how they resolve these challenges. ▪ Readers can form opinions about the text and illustrations of a story they read. ▪ Predicting and inferring are important reading strategies that support the acquisition and retention of knowledge. ▪ Using meaning clues will aid in making predictions and understanding the text.

Asking Questions	
Interactive Read Aloud & Literature Discussion	*Enduring Understandings*
About the Text ▪ Discuss the characteristics of the work of some authors and illustrators ▪ Notice the writer's use of language (for example, word choice) ▪ Form and state the basis for opinions about authors, illustrators, and texts (tell why)	▪ Authors and illustrators use various text structures, techniques, and elements that help readers gain better understanding of a story. ▪ Readers can form opinions about the text and illustrations of a story they read. ▪ Readers ask questions to better comprehend what they read.

Recommended Texts

Theme 1: Stories From Our Past	**Theme 4: Going to Work**
• Grandfather's Journey by Allen Say • When I Was Young in the Mountains by Cynthia Rylant • Knots on a Counting Rope by John Archambualt • My Great-Aunt Arizona by Gloria McLendon Houston • The Keeping Quilt by Patricia Polacco	• Sluggers' Car Wash by Stuart J. Murphy • A Chair for My Mother by Vera B. Williams • The Cool Crazy Crickets to the Rescue by David Elliot • A Day's Work by Eve Bunting
Theme 2: My Family	**Theme 5: On the Farm**
• The Relatives Came by Cynthia Rylant • The Rainbow Tulip by Pat Mora • The Wednesday Surprise by Eve Bunting • Pop's Bridge by Eve Bunting	• Magic School Bus Plants Seeds: A Book About How Living Things Grow by Joanna Cole • Sunflower House by Eve Bunting • The Empty Pot by Demi • How Groundhog's Garden Grew by Lynne Cherry
Theme 3: Your Money	**Theme 6: To Market, To Market**
• Sam and the Lucky Money by Karen Chin • My Rows and Piles of Coins by Tololwa M. Mollel • One Hen: How One Small Loan Made a Big Difference by Katie Smith Milway • Sold! A Mathematics Adventure by Nathan Zimelman	• Ox-Cart Man by Carol A. Losi • Estela's Swap by Alexis O'Neill • To Market, To Market by Nikki McClure

Assessment Plan	Supplementary Resources/Technology Integration
• F&P Benchmarks • DIBELS • Framework Benchmarks • Lucy Calkins On-Demand Performance Assessment Prompts	• Document Camera • Online Books • YouTube videos to support content material • Science related materials to support themes • National Geographic for Kids • Time for Kids

Writing Tasks

Writer's Workshop

Writing a Narrative:
- Write an engaging beginning and a satisfying end to stories
- Select "small moments" or experiences and share thinking and feeling about them
- Describe a setting and how it is related to the writer's experiences
- Use dialogue as appropriate to add to the meaning of the story
- Use words that show the passage of time
- Tell details about the most important moments in a story or experience while eliminating unimportant details
- Describe characters by what they do, say, and think and what others say about them
- Use some literary language that is different from oral language
- Write in a way that shows the significance of the story
- Usually write in first person to achieve a strong voice
- Select meaningful topics
- Reveal something important about self or about life

Reading Response Journals
The Reading Response Journal should be divided into three sections: Vocabulary, Retell, Reading Response.

Reading Response Journal - Vocabulary Section:
- Notes to remember something about the text or to record interesting information or details, or record interesting language or words
- Write about and illustrate new information
- Use new vocabulary words appropriately to reflect meaning
- Use interesting language from a text
- Represent information, concepts, setting, events, characters, and story problems through drawing and/or writing

Reading Response Journal - Retell Section:
- Drawings showing the sequence of events in a text (sometimes with speech bubbles to show dialogue)
- Graphic representations of stories
- Simple statements summarizing a text
- Simple charts or webs (graphic organizers) to show comparison or sequence
- Report information from a text or summarize it in a few sentences
- Write summaries that reflect literal understanding of a text
- List significant events in a story
- Produce some simple graphic representations of a story (for example: story map or timeline)

Reading Response Journal - Reading Response Section:
- Sketches or drawings that assist in remembering a text, interpreting a character or event, or representing content of a text
- Short-writes responding to a text in a variety of ways (for example: a prediction, an opinion, or an

Seed Notebooks

The Writer's Notebook should be divided into three sections: Lists, Memories, and Fierce Wonderings. This notebook is used to support Writer's Workshop and the whole group reading instruction.

Seed Notebooks – Lists Section:
- Lists of *new/favorite/silly/scary* words, specific vocabulary or figurative language (onomatopoeia).
- Can simply be about a friend or family member or even our own experiences (i.e. things I am an expert on; my favorite/worst food, things I love, things that annoy me, etc.).
- When writing informational pieces, we can utilize this section of the seed notebook to organize facts or to create a list of writing goals that pertain to a particular piece/unit

Seed Notebooks – Memories Section:
- Go beyond establishing the setting and recalling basic details. Dig deeper, focusing on emotions and feelings – I was elated the first time I climbed to the top of that tree!
- Where we can really get creative by including artifacts of things you want to remember (that ticket stub from the Sonny Rollins concert), photos (magazine cut-outs of "things I love"), or a drawing that depicts a special occasion. Examples include:
  - What do you remember?
  - What stories does your family love to share about you?
  - Did you have a favorite toy/stuffed animal/blanket when you were little?

Seed Notebooks – Fierce Wonderings Section:
- What's on your mind when you wake up? What

	interesting aspect of the text) • Lists to support memories (characters, events in a story) • Grids to show relationships among different kinds of information • Innovations on known texts (for example: new endings or similar plots with different characters) • Provide specific examples and evidence from personal experience or the text • Express personal connections to prior knowledge, to other texts, and to personal background or experience • Predict what will happen next in a text or what a character will do • Describe or illustrate character's feelings and motivations, inferring them from the text • Write about or draw about something in the reader's own life when prompted by a text • Describe the relationships between illustrations and text • A few sentences with information about an author • A few sentences with information about an illustrator • Identify and record whether a text is fiction or nonfiction	do you day dream about during lunch? What happens to the thinking part of us after we die? How is it that a pair of glasses keeps everyone from noticing Clark Kent is Superman? • These wonderings can be scaffolded/modeled by linking the seed notebook to our literacy instruction (Why does Eric pick on Trisha so much in Patricia Polacco's Thank You, Mr. Falker?). • It also has great potential to support our students as they explore informational texts to support expository writing (Why are there different kinds of clouds?).

Instructional Best Practices and Exemplars				
UDL	**Cultural Responsiveness**	**Total Participation Techniques**	**Academic Vocabulary**	
Strategies for Engagement **Big Books:** • Call and Response • Community Circle • Guided Peer Discussions • Jigsaw • Oral Presentation • Partner Reading • Vocabulary Journal • Visual Cue Cards *Strategies for Representation:* • Online Tools • Vocabulary Preview • Pre-teaching • Familiar Text • Verbal Prompting • Anchor Charts • Concept Mapping • Modeled Writing • Shared Reading • Think Aloud • Venn Diagram • Graphic Organizers *Strategies for Expression:* • Multiple Choice • Peer Buddies • White Board Responses • Guided Peer Discussions • Goal Setting • Rubric • Self-Monitoring	*Communalism* Create opportunities for students to collaborate on activities as much as possible. • Reading theaters: students act as characters in a poem or story to act out the script. • Listening to music: promotes the importance of bonding with others • Language experience approach to reading and writing: children tell their stories about their lives and languages and the teacher/students dictate the experiences. • Interactive write: students and teachers "share the pen" as they write. *Movement Expressiveness* Activities that include rhythmic behaviors, animated gestures, and stimulating, interactive learning. • Readers' theater presentations of a book. • Write a script and present the book as a play and integrate personal and cultural experiences with the book theme. • Have students dress as a character from the book and answer questions from classmates. • Present a rap about book chapters, themes, and concepts. • Use creative music to allow students to engage their working memories. • Prior to reading a book, using the	*Examples of Total Participation Techniques:* • Think Pair Share • Quick Writes • Quick Draws • Chalkboard Splash • Thumbs Up When Ready • Processing Cards • Similes • Ranking • Numbered Heads Together • Vote: Thumbs Up/Down *Examples of Total Participation Hold-Ups:* • Selected Response • Number Cards • True/Not True • Multiple- Choice Hold-Ups • Whiteboard Hold-Ups *Examples of Total Participation Techniques Involving Movement:* • Line-Ups and Inside-Outside Circles • Three 3's in a Row • Networking Sessions • Categorizing and Sorting • Appointment Agendas • Bounce Cards • Mouth It, Air-Write-it, or Show Me Using Your Fingers • Acting it Out, Role Plays, and Concept Charades • Simulations • Cut and Pastes	Tier 1	*High Frequency Words* everyday words (implicit) *Examples* chair, bed, happy *Word Selection* Use of Formative Assessment to identify *Examples for Teaching* • Morning Message • Word Tallies • Word Wall • Word Jar • Student Examples
			Tier 2	*Academic Vocabulary* words not in general use, not content specific and appear far more in written texts than in speech *Examples* concentrate, observation, persistence *Word Selection* • are critical to passage understanding • necessary for conversation or written expression *Examples for Teaching* • Introduce words during or after text • Student friendly definitions • Contextualize the words • Interact with word meanings • Provide multiple opportunities to interact

	book cover to act out their predictions of the book.
	
	Orality
	Combining the essential "rules" of standard written and spoken English and appreciation of our students' dialects when teaching grammar.
	• Create activities where students can compare the speaking styles of new reporters and music artists.
	• Allow students to role-play drama productions so they can get used to speaking Standard English.
	• Create puppet shows and imitate superheroes (as these heroes engage in hyper-correct Standard English).
	• Translate music into Standard English.
	
	Verve
	The integration of communalism, movement expressiveness, and preference toward rhythmic behaviors is what creates the verve characteristics.
	• Integrate hip hop music, culturally specific word games, and multicultural poetry to enhance reading skills.
	• Select culturally relevant books and encourage paired reading
	• Create culturally relevant thematic units.
	• Interview students and parents about cultural background information and values and create thematic units surrounding cultural experiences.
	Ask questions specific to cultures and their contributions to society.
		• TPT's During the Read-Aloud
		
		Total Participation Techniques for Note-Taking and Concept Analysis:
		• Confer, Compare, and Clarify
		• Graphic Organizers and Prepared Packets
		• Anticipatory Guides
		• Picture Notes
		• Lecture T-Chart
		• The 3-Sentence Wrap-Up
		• A-Z Sentence Summaries
		• Pause, Star, Rank
		• Key-Word Dance
		• Debate Team Carousel
		• Technology-Based TPT's
		  - Blogging
		  - Classroom Clickers
				(examples: Description, Restate, Drawing, Activities, Discussion, Games
				• Word Sorts

		Tier 3	***Domain-Specific Vocabulary*** • words related to a specific content or field of study • students are likely to encounter in the future ***Examples*** stem, democracy, tundra, addition ***Word Selection*** • are likely unfamiliar • are easily explained to children at their level ***Examples for Teaching*** • Questioning • Labeling • Movements

Unit 2 Grade 2		
Unit 2 Reading Standards		**Unit 2 Reading Critical Knowledge and Skills**
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• Utilize textual evidence to support thinking when asking and answering general questions • Create questions about an important idea within the text (using who, what, where when, why, and/or how)
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RL.2.3: • Identify the characters in the story • Identify key details in the story • Consider how characters are involved in a story • Analyze their reactions to story events • Identify how the characters solve a problem or challenges
		RI.2.3: • Identify how different historical events, scientific ideas, or "how to" procedures link together in a text • Identify text details, events, or ideas that are chronological or sequential • Retell chronological or sequential text details in the appropriate order • Compare and contrast ideas from the text
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	• Analyze how words and phrases provide meaning to a poem, story, or song • Identify the parts of the poem that rhyme • Identify the parts of the poem that show the beat • Determine which part shows alliteration • Define words and phrases specific to grade 2
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	RL.2.5: • Examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends • Describe the parts of a story (beginning and end) • Describe how the parts of the story build from beginning to end
		RI.2.5: • Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information • Identify which text features helps clarify important information about what is being read • Determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understand the text
	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	• Determine the text's main purpose according to what the author wants the reader to know

Unit 2 Grade 2		
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RL.2.7: • Utilize information from illustrations, pictures and words from print or digital text • Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot
		RI.2.7: • Utilize information from illustrations, diagrams or images from informational text. • Explain how illustrations, diagrams or images clarify the text
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	• Demonstrate good reading habits • Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)
  RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C)
  RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3.E)
		• Identify typical vowel combinations
		• Demonstrate ability to pronounce and spell words with vowel teams
		• Utilize strategies for decoding two-syllable words in texts
		• Utilize strategies for decoding irregularly spelling-sound correspondence words in texts

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
  RF.2.4.A. Read grade-level text with purpose and understanding.
  RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		• Understand grade-level text when reading
		• Read grade-level text aloud, making minimal errors
		• Use an appropriate rate when reading aloud
		• Use appropriate expression and inflection when reading text aloud
		• Use appropriate self-correction strategies to read words and for understanding
		• Reread text to better understand what was read, when necessary

Unit 2 Writing Standards		**Unit 2 Writing Critical Knowledge and Skills**
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.		• Gather facts, choose best facts to use, and present facts in a clear sequence • Include an introductory statement • Describe order of events using transition words (e.g. first, next, then, last) • Incorporate facts and definitions • Use linking words (e.g., because, and, also) • End with a closing statement
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.		• Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar • Utilize conferences, checklist sheets, and peer editing • Reflect on writing
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		• Publish writing both independently and with peers using digital tools • Use keyboarding techniques

Unit 2 Grade 2	
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	• Understand their role as part of a team and the work they are required to accomplish
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	• Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question • Take notes
Unit 2 Speaking and Listening Standards	**Unit 2 Speaking and Listening Critical Knowledge and Skills**

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
    SL.2.1.A. Follow agreed-upon norms 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).
    SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
    SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
	• Participate in a variety of grade-appropriate, collaborative, rich, structured conversations
	• Assume various roles in conversations (e.g., participant, leader, and observer)
	• Use norms of conversations (e.g., eye contact, taking turns, etc)
	• Connect comments to build on remarks of others
	• Ask questions and further explanations about topics and/or texts

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	• Demonstrate storytelling techniques • Report relevant facts and details about experience • Provide clear thoughts and emotion
SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	• Utilize digital media to enhance ideas for meaning • Create visuals that emphasize chosen facts or details
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	• Articulate ideas (both verbally and in writing) using complete sentences and ideas • Provide details or clarifications when speaking as requested
Unit 2 Language Standards	**Unit 2 Language Critical Knowledge and Skills**

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.2.1.A. Use collective nouns (e.g., group).
    L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
    L.2.1.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).
	• Define and identify collective nouns in sentences
	
	• Articulate the purpose and use of collective nouns
	
	• Use collective nouns in student writing, not in isolation
	• Define and identify adjectives and adverbs when reading, writing or speaking
	• Classify adjectives and adverbs in sentences when reading and writing
	• Use adjectives and adverbs to appropriately modify words in the sentence
	• Define and identify simple and compound sentences when reading and writing
	• Classify sentences as simple or compound

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.2.2.A. Capitalize holidays, product names, and geographic names.
    L.2.2.C. Use an apostrophe to form contractions and frequently occurring
	• Demonstrate command of the conventions of standard English capitalization when writing
	• Define and identify apostrophes in writing
	• Articulate the purpose and use of apostrophes
	• Demonstrate command of the conventions of standard English using apostrophes for

Unit 2 Grade 2	
possessives. L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.	contractions and possession when writing • Identify common spelling patterns • Utilize common spelling patterns when writing • Utilize reference materials and resources to correct one's own spelling
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3.A. Compare formal and informal uses of English	• Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
L.2.4. 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. L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4.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). L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	• Use context clues to determine or clarify the meaning of unknown and multiple-meaning words • Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words • Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words • Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives

Unit 2 Grade 2: How will you think like a scientist to understand the world around you?
Enduring Understandings/Skill Focus

Synthesizing	
Interactive Read Aloud & Literature Discussion	*Enduring Understandings*
About the Text ▪ Form and state the basis for opinions about authors. **Beyond the Text** ▪ Develop new concepts and ideas from listening to and discussing texts. ▪ Follow multiple events in a story to understand the plot.	▪ Readers compare and synthesize information and ideas across texts, adding onto their original understanding and sometimes revising it based on new insights gained from additional reading. ▪ Synthesizing background knowledge and new knowledge deepens comprehension

Monitor Understanding	
Interactive Read Aloud & Literature Discussion	*Enduring Understandings*
Within the Text ▪ Self-monitor understanding and ask questions when meaning is lost ▪ Notice and derive information from pictures **Beyond the Text** ▪ Interpret illustrations and discuss how they make readers feel	▪ Readers self-monitor their comprehension and make repairs to their comprehension by using various strategies. ▪ Book illustrations exemplify specific visions of described situations and allow readers to save memory and summarily review potentially complex descriptions. ▪ Illustrations serve to "expand, explain, interpret, or decorate a written text".

Drawing Inferences/Visualizing	
Interactive Read Aloud & Literature Discussion	*Enduring Understandings*
Within the Text ▪ Infer characters' intentions or feelings ▪ Infer characters' feelings and motivations from descriptions, what they do or say, and what others think about them **About the Text** ▪ Form and state the basis for opinions about authors ▪ Notice and understand the problem of a story and how it is solved **Beyond the Text** ▪ Use evidence from the text to support predictions (*I think…, because…*) ▪ Predict what will happen after the end	▪ Characters can be described by their different traits. ▪ Authors present characters in many different ways. ▪ Readers build theories by reading closely and inferring based on what a character does and how they do it. ▪ Readers step into the shoes of different characters and pay attention to moments when they face big challenges as well as how they resolve these challenges. ▪ Readers can form opinions about the text and illustrations of a story they read. ▪ Predicting and inferring are important reading strategies that support the acquisition and retention of knowledge. ▪ Using meaning clues will aid in making predictions and understanding the text.

Asking Questions	
Interactive Read Aloud & Literature Discussion	*Enduring Understandings*
About the Text ▪ Discuss the characteristics of the work of some authors and illustrators ▪ Notice the writer's use of language (for example, word choice) ▪ Form and state the basis for opinions about authors, illustrators, and texts (tell why)	▪ Authors and illustrators use various text structures, techniques, and elements that help readers gain better understanding of a story. ▪ Readers can form opinions about the text and illustrations of a story they read. ▪ Readers ask questions to better comprehend what they read.

Recommended Texts

Theme 7: The Wonderful Changes of Water	**Theme 10: Circling the Sun**
• Where Do Puddles Go? by Fay Robinson • A Drop Around the World by Barbara McKinney • The Magic School Bus Wet All Over: A Book About the Water Cycle by Pat Relf • A Drop of Water: A Book of Science and Wonder by Walter Wick	• Sun Up, Sun Down: The Story of Day and Night by Jacqui Bailey • The Way to Start a Day by Byrd Baylor • Like Butter on Pancakes by Jonothan London • On Earth by G. Brian Karas
Theme 8: Every Drop Counts	**Theme 11: How do Machines Work?**
• The Water Hole by Graeme Base • Bringing the Rain to Kapiti Plain by Verna Aardema • Why Should I Save Water? by Jen Green	• How Do You Lift a Lion? by Robert E. Wells • Simple Machines by Dana Meachen Rau • Maybelle the Cable Car by Virginia Lee Burton • What is a Pulley? by Lloyd G. Douglas • What Is a Wheel and Axle? by Lloyd G. Douglas
Theme 9: The Moon in Motion	**Theme 12: What is a Magnet?**
• Harold and the Purple Crayon by Crockett Johnson • Kitten's First Full Moon by Kevin Henkes • The Moon by Seymour Simon • The Magic School Bus Lost in the Solar System by Joanna Cole • National Geographic Readers: Planets by Elizabeth Carney	• What Makes a Magnet? by Franklyn M. Branley • Rookie Read-About Science - Physical Science: What Magnets Can Do by Allan Fowler • Amazing Magnetism (Magic School Bus Chapter Book) by Rebecca Carmi

Assessment Plan	Supplementary Resources/Technology Integration
• F&P Benchmarks • DIBELS • Framework Benchmarks • Lucy Calkins On-Demand Performance Assessment Prompts	• Document Camera • Online Books • YouTube videos to support content material • Science related materials to support themes • National Geographic for Kids • Time for Kids

Writing Tasks

Writer's Workshop	Reading Response Journals	Seed Notebooks

Writing an Informational Piece:
 	
• Write pieces that are interesting and enjoyable to read
• Use headings, labeled drawings and diagrams, table of contents, or other features of informational text to guide the reader
• Write about a topic keeping the audience and their interests and knowledge in mind
• Provide interesting details around a topic
• Introduce information in categories
• Provide supporting details in each category
• Use some vocabulary specific to the topic or content
• Provide information that teaches readers about a topic
• Use a narrative structure to help readers understand information and interest them in a topic
• Use a list to inform writing
• Use number or transition words
• Make lists with items that are appropriate to the purpose of the list
• Write procedural or how-to books
• Write steps of a procedure with appropriate sequence and explicitness
• Include pictures and illustrate the steps in a procedure
• Use graphics (diagrams, illustrations, photos) to provide information
• Gather information (with teacher assistance) about a topic from books or other print and media resources while preparing to write about it
• Select own topics for informational writing and state what is important about the topic
• Stay focused on the topic
• Select details that will support the topic
	The Reading Response Journal should be divided into three sections: Vocabulary, Retell, Reading Response.
	
	Reading Response Journal - Vocabulary Section:
	• Notes to remember something about the text or to record interesting information or details, or record interesting language or words
	• Write about and illustrate new information
	• Use new vocabulary words appropriately to reflect meaning
	• Use interesting language from a text
	• Represent information, concepts and events through drawing and/or writing
	
	Reading Response Journal - Retell Section:
	• Simple charts or webs (graphic organizers) to show comparison or sequence
	• Report information from a text or summarize it in a few sentences
	• Write summaries that reflect literal understanding of a text
	• Written directions (sometimes with drawings) that show a simple sequence of actions based on a text
	• List of facts from a text supported by illustrations
	• Sentences reporting some interesting information from a text
	• Representations (through writing and drawing) of a sequence of actions or directions from a text
	• Headings that show subtopics or information to follow
	• List significant ideas in an informational text
	• Directions or how to descriptions drawn from a text
	
	Reading Response Journal - Reading Response Section:
		The Writer's Notebook should be divided into three sections: Lists, Memories, and Fierce Wonderings. This notebook is used to support Writer's Workshop and the whole group reading instruction.
		
		Seed Notebooks – Lists Section:
		• Lists of *new/favorite/silly/scary* words, specific vocabulary or figurative language (onomatopoeia).
		• Can simply be about a friend or family member or even our own experiences (i.e. things I am an expert on; my favorite/worst food, things I love, things that annoy me, etc.).
		• When writing informational pieces, we can utilize this section of the seed notebook to organize facts or to create a list of writing goals that pertain to a particular piece/unit
		
		Seed Notebooks – Memories Section:
		• Go beyond establishing the setting and recalling basic details. Dig deeper, focusing on emotions and feelings – I was elated the first time I climbed to the top of that tree!
		• Where we can really get creative by including artifacts of things you want to remember (that ticket stub from the Sonny Rollins concert), photos (magazine cut-outs of "things I love"), or a drawing that depicts a special occasion. Examples include:
		   - What do you remember?
		   - What stories does your family love to share about you?
		   - Did you have a favorite toy/stuffed animal/blanket when you were little?
		
		Seed Notebooks – Fierce Wonderings Section:

	- Short-writes responding to a text in a variety of ways (for example: an opinion or an interesting aspect of the text) - Represent important information about an informational text - Write/and or draw about facts - Make notes of new information and understandings - Identify and record whether a text is fiction or nonfiction - A few sentences with information about an author - A few sentences with information about an illustrator - Labeling of drawings that represent interesting information from a text - Describe the relationships between illustrations or photographs and a text - Identify and record whether a text is fiction or nonfiction	- What's on your mind when you wake up? What do you day dream about during lunch? What happens to the thinking part of us after we die? How is it that a pair of glasses keeps everyone from noticing Clark Kent is Superman? - These wonderings can be scaffolded/modeled by linking the seed notebook to our literacy instruction (Why does Eric pick on Trisha so much in Patricia Polacco's Thank You, Mr. Falker?). - It also has great potential to support our students as they explore informational texts to support expository writing (Why are there different kinds of clouds?).

Instructional Best Practices and Exemplars			
UDL	**Cultural Responsiveness**	**Total Participation Techniques**	**Academic Vocabulary**	

UDL	Cultural Responsiveness	Total Participation Techniques	Academic Vocabulary	
Strategies for Engagement **Big Books:** • Call and Response • Community Circle • Guided Peer Discussions • Jigsaw • Oral Presentation • Partner Reading • Vocabulary Journal • Visual Cue Cards *Strategies for Representation:* • Online Tools • Vocabulary Preview • Pre-teaching • Familiar Text • Verbal Prompting • Anchor Charts • Concept Mapping • Modeled Writing • Shared Reading • Think Aloud • Venn Diagram • Graphic Organizers *Strategies for Expression:* • Multiple Choice • Peer Buddies • White Board Responses • Guided Peer Discussions • Goal Setting • Rubric • Self-Monitoring	*Communalism* Create opportunities for students to collaborate on activities as much as possible. • Reading theaters: students act as characters in a poem or story to act out the script. • Listening to music: promotes the importance of bonding with others • Language experience approach to reading and writing: children tell their stories about their lives and languages and the teacher/students dictate the experiences. • Interactive write: students and teachers "share the pen" as they write. *Movement Expressiveness* Activities that include rhythmic behaviors, animated gestures, and stimulating, interactive learning. • Readers' theater presentations of a book. • Write a script and present the book as a play and integrate personal and cultural experiences with the book theme. • Have students dress as a character from the book and answer questions from classmates. • Present a rap about book chapters, themes, and concepts. • Use creative music to allow students to engage their working memories. • Prior to reading a book, using the	*Examples of Total Participation Techniques:* • Think Pair Share • Quick Writes • Quick Draws • Chalkboard Splash • Thumbs Up When Ready • Processing Cards • Similes • Ranking • Numbered Heads Together • Vote: Thumbs Up/Down *Examples of Total Participation Hold-Ups:* • Selected Response • Number Cards • True/Not True • Multiple- Choice Hold-Ups • Whiteboard Hold-Ups *Examples of Total Participation Techniques Involving Movement:* • Line-Ups and Inside-Outside Circles • Three 3's in a Row • Networking Sessions • Categorizing and Sorting • Appointment Agendas • Bounce Cards • Mouth It, Air-Write-it, or Show Me Using Your Fingers • Acting it Out, Role Plays, and Concept Charades • Simulations • Cut and Pastes	**Tier 1**	*High Frequency Words* everyday words (implicit) *Examples* chair, bed, happy *Word Selection* Use of Formative Assessment to identify *Examples for Teaching* • Morning Message • Word Tallies • Word Wall • Word Jar • Student Examples
			Tier 2	*Academic Vocabulary* words not in general use, not content specific and appear far more in written texts than in speech *Examples* concentrate, observation, persistence *Word Selection* • are critical to passage understanding • necessary for conversation or written expression *Examples for Teaching* • Introduce words during or after text • Student friendly definitions • Contextualize the words • Interact with word meanings • Provide multiple opportunities to interact

	book cover to act out their predictions of the book.
	
	Orality
	Combining the essential "rules" of standard written and spoken English and appreciation of our students' dialects when teaching grammar.
	• Create activities where students can compare the speaking styles of new reporters and music artists.
	• Allow students to role-play drama productions so they can get used to speaking Standard English.
	• Create puppet shows and imitate superheroes (as these heroes engage in hyper-correct Standard English).
	• Translate music into Standard English.
	
	Verve
	The integration of communalism, movement expressiveness, and preference toward rhythmic behaviors is what creates the verve characteristics.
	• Integrate hip hop music, culturally specific word games, and multicultural poetry to enhance reading skills.
	• Select culturally relevant books and encourage paired reading
	• Create culturally relevant thematic units.
	• Interview students and parents about cultural background information and values and create thematic units surrounding cultural experiences.
	• Ask questions specific to cultures and their contributions to society.
		• TPT's During the Read-Aloud
		
		Total Participation Techniques for Note-Taking and Concept Analysis:
		• Confer, Compare, and Clarify
		• Graphic Organizers and Prepared Packets
		• Anticipatory Guides
		• Picture Notes
		• Lecture T-Chart
		• The 3-Sentence Wrap-Up
		• A-Z Sentence Summaries
		• Pause, Star, Rank
		• Key-Word Dance
		• Debate Team Carousel
		• Technology-Based TPT's
		  - Blogging
		  - Classroom Clickers
				(examples: Description, Restate, Drawing, Activities, Discussion, Games
				• Word Sorts
				
				Tier 3 *Domain-Specific Vocabulary*
				• words related to a specific content or field of study
				• students are likely to encounter in the future
				
				Examples
				stem, democracy, tundra, addition
				
				Word Selection
				• are likely unfamiliar
				• are easily explained to children at their level
				
				Examples for Teaching
				• Questioning
				• Labeling
				• Movements

Unit 3 Grade 2		
Unit 3 Reading Standards		**Unit 3 Reading Critical Knowledge and Skills**
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• Utilize textual evidence to support thinking when asking and answering general questions • Create questions about an important idea within the text (using who, what, where when, why, and/or how)
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.	RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RL.2.2: • Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables • Determine what lesson of the story
		RI.2.2: • Identify the main idea and overall focus of a multi-paragraph text • Determine the main idea of the text • Determine the important ideas in the text • Determine the details that lead to the main idea
	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	• Identify how different historical events, scientific ideas, or "how to" procedures link together in a text • Identify text details, events, or ideas that are chronological or sequential • Retell chronological or sequential text details in the appropriate order • Compare and contrast ideas from the text
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	• Analyze how words and phrases provide meaning to a poem, story, or song • Identify the parts of the poem that rhyme • Identify the parts of the poem that show the beat • Determine which part shows alliteration • Define words and phrases specific to grade 2
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		• Recognize that characters have different points of view • Determine how the characters think/feel about the events • Identify any characters that have similar thinking • Consider the character's voice when reading out loud • Describe why a character has a different point of view in a story
	RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	• Identify the main points in a text • Identify reasons that the authors use to support the main points in a text • Evaluate how or why the author uses the reasons to support the main points in a text

Unit 3 Grade 2		
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	RL.2.9: • Identify similarities and differences of events in different versions of the same story • Identify similarities and differences in characters in different versions of the same story RI.2.9: • Identify the most important points in the text • Find similarities and differences in those points when reading texts on the same topic
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	• Demonstrate good reading habits • Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)
  RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3.D)
  RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)
		• Identify typical vowel combinations
		• Demonstrate ability to pronounce and spell words with vowel teams
		• Utilize strategies for decoding words with affixes in texts
		• Utilize strategies for decoding irregularly-spelled words in texts
		• Determine if the word looks and sounds right and makes sense
		• Search for chunks and say them
		• Focus on the beginning and/or end of the word and try again, when having difficulty

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
  RF.2.4.A. Read grade-level text with purpose and understanding.
  RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		• Understand grade-level text when reading
		• Read grade-level text aloud, making minimal errors
		• Use an appropriate rate when reading aloud
		• Use appropriate expression and inflection when reading text aloud
		• Use appropriate self-correction strategies to read words and for understanding
		• Reread text to better understand what was read, when necessary

Unit 3 Writing Standards		**Unit 3 Writing Critical Knowledge and Skills**
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.		• Include an introduction statement • State opinion and reasons that support the opinion • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • Describe order of events using transition words (e.g. first, next, then, last) • Choose descriptive words that match thinking, feelings, and actions • End with a closing statement
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.		• Gather facts, choose best facts to use, and present facts in a clear sequence • Include an introductory statement • Describe order of events using transition words (e.g. first, next, then, last)

Unit 3 Grade 2	
	• Incorporate facts and definitions • Use linking words (e.g., because, and, also) • End with a closing statement
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.	• Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar • Utilize conferences, checklist sheets, and peer editing • Reflect on writing
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	• Publish writing both independently and with peers using digital tools • Use keyboarding techniques
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	• Understand their role as part of a team and the work they are required to accomplish
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	• Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question • Take notes
Unit 3 Speaking and Listening Standards	**Unit 3 Speaking and Listening Critical Knowledge and Skills**

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
    SL.2.1.A. Follow agreed-upon norms 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).
    SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
    SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
	• Participate in a variety of grade-appropriate, collaborative, rich, structured conversations
	• Assume various roles in conversations (e.g., participant, leader, and observer)
	• Use norms of conversations (e.g., eye contact, taking turns, etc)
	• Connect comments to build on remarks of others
	• Ask questions and further explanations about topics and/or texts

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	• Ask questions about what a speaker is saying to clarify, gather or deepen understanding • Answer questions in order to clarify or gain further information
SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	• Utilize digital media to enhance ideas for meaning • Create visuals that emphasize chosen facts or details
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	• Articulate ideas (both verbally and in writing) using complete sentences and ideas • Provide details or clarifications when speaking as requested
Unit 3 Language Standards	**Unit 3 Language Critical Knowledge and Skills**

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
    L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).
	• Identify irregular plural nouns used when reading, writing or speaking
	
	• Classify plural nouns as regular or irregular
	
	Form and use common irregular plural nouns when writing or speaking

Unit 3 Grade 2	
L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1.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).	• Identify reflexive pronouns when reading, writing or speaking • Classify pronouns as reflexive • Accurately use reflexive pronouns when writing or speaking • Identify irregular verbs in the past tense used when writing or speaking • Classify verbs in the past tense as regular or irregular • Form and use common irregular verbs in the past tense when writing or speaking • Define and identify adjectives and adverbs when reading, writing or speaking • Classify adjectives and adverbs in sentences • Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking • Define and identify simple and compound sentences when reading • Classify sentences as simple or compound • Expand and rearrange complete, simple and compound sentences when writing and speaking
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.2.B. Use commas in greetings and closings of letters. L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives. L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.	• Expand and rearrange complete, simple and compound sentences when writing and speaking • Define and identify simple and compound sentences when reading • Use commas appropriate to offset greetings and closings in letters • Define and identify apostrophes when reading and writing • Articulate the purpose and use of apostrophes • Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing • Identify common spelling patterns • Utilize common spelling patterns when writing • Utilize reference materials and resources to correct one's own spelling
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3.A. Compare formal and informal uses of English	• Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
L.2.4. 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. L.2.4.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). L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	• Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words • Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words • Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives

Unit 3 Grade 2	
L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	• Show understanding of newly acquired vocabulary (gathered from discussions as well as text) • Make purposeful language choices to communicate in an effective way • Utilize adjectives and adverbs to describe where necessary

Unit 3 Grade 2: How will you change the world by sharing & supporting your opinion?
Enduring Understandings/Skill Focus

Fix-Up Strategies	
Interactive Read Aloud & Literature Discussion	*Enduring Understandings*
Within the Text ▪ Recognize new meanings for known words by using context ▪ Recognize and actively work to solve new vocabulary words	▪ Expert readers use meaning as a strategy to figure out unknown words. They meld their knowledge of the world and of reading and the information already gained from the text and illustrations to predict and/or confirm words in order to gain and maintain meaning. ▪ Expert readers use grammar as a strategy to figure out unknown words. They use knowledge of language patterns and word functions to predict and/or confirm words in order to gain and maintain meaning. ▪ Expert readers use phonics as a strategy to figure out unknown words. They use letter-sound relationships or patterns of letters or sounds to predict and/or confirm what a word says.

Drawing Inferences/Visualizing	
Interactive Read Aloud & Literature Discussion	*Enduring Understandings*
Within the Text ▪ Infer characters' intentions or feelings ▪ Infer characters' feelings and motivations from descriptions, what they do or say, and what others think about them **About the Text** ▪ Form and state the basis for opinions about authors ▪ Notice and understand the problem of a story and how it is solved	▪ Characters can be described by their different traits. ▪ Authors present characters in many different ways. ▪ Readers build theories by reading closely and inferring based on what a character does and how they do it. ▪ Readers step into the shoes of different characters and pay attention to

Beyond the Text	moments when they face big challenges as well as how they resolve these challenges.
▪ Use evidence from the text to support predictions (*I think…, because…*) ▪ Predict what will happen after the end	▪ Readers can form opinions about the text and illustrations of a story they read. ▪ Predicting and inferring are important reading strategies that support the acquisition and retention of knowledge. ▪ Using meaning clues will aid in making predictions and understanding the text.

Making Connections	
Interactive Read Aloud & Literature Discussion	*Enduring Understandings*
About the Text ▪ Notice similarities and differences among texts that are by the same author or on the same topic ▪ Compare different versions of the same story, rhyme, or traditional tale **Beyond the Text** ▪ Bring background knowledge to understanding characters and their problems ▪ Make connections to prior knowledge ▪ Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text ▪ Make connections to other texts by topic, major ideas, authors' styles, and genres ▪ Specify the nature of connections in discussion ▪ Relate important ideas in the text to each other and to ideas in other texts	▪ We make connections to ourselves, other text, and life in order to make us better readers. ▪ We can achieve a deeper understanding by making strong connections to the text. ▪ Our background knowledge can help us make connections from the known to the unknown. ▪ Readers make connections and judgments about literature by using relevant information from the text to write a personal response.

Determine Importance	
Interactive Read Aloud & Literature Discussion	*Enduring Understandings*
Within the Text ▪ Notice and remember facts, concepts, or ideas from a text. **About the Text** ▪ Talk about the connections between the illustrations and the text. ▪ Recognize how the writer or illustrator has placed ideas in the text and in the graphics. ▪ Understand fiction is stories that are not real and nonfiction as texts that provide real information. ▪ Understand realistic fiction as stories that could be real and fantasy as stories that could not be real. ▪ Understand biography as a story of a person's life. ▪ Recognize and identify some aspects of text structure, such as beginning, events in sequential order, most exciting point on a story, and ending. ▪ Use specific vocabulary to talk about texts: *author, illustrator, cover, wordless picture book, character, problem, solution, series book, dedication, end papers, book jacket, title page, chapters, resolution, main character, setting, fiction, nonfiction, informational book, literary nonfiction, poetry.* **Beyond the Text** ▪ Think about and interpret the significance of events in a story.	▪ Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure. ▪Authors and illustrators use various text structures, techniques, and elements that help readers gain better understanding of a story. ▪ Readers can form opinions about the text and illustrations of a story they read. ▪ Texts can be classified as fiction or nonfiction, and further, into various types of genres. ▪ Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. ▪ When students understand that all stories have certain common elements, they can recognize and describe elements in a story such as characters, setting, and major events.

Recommended Texts

Theme 13: Where People Live	Theme 15: Cast Your Work
• The Little House by Virginia Lee Burton • All the Places to Love by Patricia MacLachlan • The Gardener by Sarah Stewart • Town Mouse, Country Mouse by Jan Brett • Nana in the City by Lauren Castillo	• Woodrow for President: A Tail of Voting, Campaigns, and Elections by Peter W. Barnes • Vote! By Eileen Christelow • The Day Gogo Went to Vote by Batezat Sisulu • The Ballot Box Battle by Emily Arnold McCully

Theme 14: Many States, One Country • The Scrambled States of America by Laurie Keller • Purple Mountain Majesties by Barbara Younger • America the Beautiful by Katharine Lee Bates • This Land is Your Land by Woody Guthrie	**Theme 16: Work that Matters** • Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull • The Lady in the Box by Ann McGovern • One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia by Miranda Paul • The Great Kapok Tree by Lynne Cherry • Just a Dream by Chris Van Allsburg
Assessment Plan	**Supplementary Resources/Technology Integration**
• F&P Benchmarks • DIBELS • Framework Benchmarks • Lucy Calkins On-Demand Performance Assessment Prompts	• Document Camera • Online Books • YouTube videos to support content material • Science related materials to support themes • National Geographic for Kids • Time for Kids

Writing Tasks

Writer's Workshop

Writing an Opinion Piece:
• Write for a specific purpose: to inform, entertain or persuade
• Write to a known audience or a specific reader
• Address the audience appropriately
• Write a card, note, invitation, or friendly letter with the purpose in mind
• Write notes, cards, invitations, and email for a variety of purposes
• Include important information in the communication
• Write a friendly letter with all parts (examples: date, salutation, closing, signature)
• Provide supporting information or examples that are accurate, relevant, and helpful
• Gather and internalize information and then write it in own words
• Choose a topic that is significant

Reading Response Journals

The Reading Response Journal should be divided into three sections: Vocabulary, Retell, Reading Response. This journal is used to support the whole group reading instruction.

Reading Response Journal - Vocabulary Section:
• Notes to remember something about the text or to record interesting information or details, or record interesting language or words
• Write about and illustrate new information
• Use new vocabulary words appropriately to reflect meaning
• Use interesting language from a text
• Represent information, concepts, setting, events, characters, and story problems through drawing and/or writing

Seed Notebooks

The Writer's Notebook should be divided into three sections: Lists, Memories, and Fierce Wonderings. This notebook is used to support Writer's Workshop and the whole group reading instruction.

Seed Notebooks – Lists Section:
• Lists of *new/favorite/silly/scary* words, specific vocabulary or figurative language (onomatopoeia).
• Can simply be about a friend or family member or even our own experiences (i.e. things I am an expert on; my favorite/worst food, things I love, things that annoy me, etc.).
• When writing informational pieces, we can utilize this section of the seed notebook to organize facts or to create a list of writing goals that pertain to a particular piece/unit

Seed Notebooks – Memories Section:

- Use examples to make meaning clear to readers - Write with a unique perspective - State information in a unique or surprising way - Bring a piece to closure through an ending or summary statement - Generate and expand ideas through talk with peers and teacher - Use talk and storytelling to generate and rehearse language (that may be written later)	***Reading Response Journal - Retell Section:*** - Drawings showing the sequence of events in a text (sometimes with speech bubbles to show dialogue) - Graphic representations of stories - Simple statements summarizing a text - Simple charts or webs (graphic organizers) to show comparison or sequence - Report information from a text or summarize it in a few sentences - Write summaries that reflect literal understanding of a text - List significant events in a story - Produce some simple graphic representations of a story (for example: story map or timeline) ***Reading Response Journal - Reading Response Section:*** - Express opinions about new learning or interesting facts - Write opinions about a text and back them up with specific information or reasons - Compare different versions of the same story or traditional tale with graphic organizers, drawings, or in sentences - Sketches or drawings that assist in remembering a text, interpreting a character or event, or representing content of a text - Short-writes responding to a text in a variety of ways (for example: an opinion or an interesting aspect of the text) - Lists to support memories (characters, events in a story) - Innovations on known texts (for example: new endings or similar plots with different characters) - Provide specific examples and evidence from personal experience or the text - Express personal connections to prior knowledge, to other texts, and to personal background or experience - Predict what will happen next in a text or what a	- Go beyond establishing the setting and recalling basic details. Dig deeper, focusing on emotions and feelings – I was elated the first time I climbed to the top of that tree! - Where we can really get creative by including artifacts of things you want to remember (that ticket stub from the Sonny Rollins concert), photos (magazine cut-outs of "things I love"), or a drawing that depicts a special occasion. Examples include: - What do you remember? - What stories does your family love to share about you? - Did you have a favorite toy/stuffed animal/blanket when you were little? ***Seed Notebooks – Fierce Wonderings Section:*** - What's on your mind when you wake up? What do you day dream about during lunch? What happens to the thinking part of us after we die? How is it that a pair of glasses keeps everyone from noticing Clark Kent is Superman? - These wonderings can be scaffolded/modeled by linking the seed notebook to our literacy instruction (Why does Eric pick on Trisha so much in Patricia Polacco's Thank You, Mr. Falker?). - It also has great potential to support our students as they explore informational texts to support expository writing (Why are there different kinds of clouds?).

	character will do • Describe or illustrate character's feelings and motivations, inferring them from the text • Write about or draw about something in the reader's own life when prompted by a text • Describe the relationships between illustrations and text • Identify and record whether a text is fiction or nonfiction	

Instructional Best Practices and Exemplars				
UDL	**Cultural Responsiveness**	**Total Participation Techniques**	**Academic Vocabulary**	
Strategies for Engagement Big Books: • Call and Response • Community Circle • Guided Peer Discussions • Jigsaw • Oral Presentation • Partner Reading • Vocabulary Journal • Visual Cue Cards *Strategies for Representation:* • Online Tools • Vocabulary Preview • Pre-teaching • Familiar Text • Verbal Prompting • Anchor Charts • Concept Mapping • Modeled Writing • Shared Reading • Think Aloud • Venn Diagram • Graphic Organizers *Strategies for Expression:* • Multiple Choice • Peer Buddies • White Board Responses • Guided Peer Discussions • Goal Setting • Rubric • Self-Monitoring	*Communalism* Create opportunities for students to collaborate on activities as much as possible. • Reading theaters: students act as characters in a poem or story to act out the script. • Listening to music: promotes the importance of bonding with others • Language experience approach to reading and writing: children tell their stories about their lives and languages and the teacher/students dictate the experiences. • Interactive write: students and teachers "share the pen" as they write. *Movement Expressiveness* Activities that include rhythmic behaviors, animated gestures, and stimulating, interactive learning. • Readers' theater presentations of a book. • Write a script and present the book as a play and integrate personal and cultural experiences with the book theme. • Have students dress as a character from the book and answer questions from classmates. • Present a rap about book chapters, themes, and concepts. • Use creative music to allow students to engage their working memories. • Prior to reading a book, using the book cover to act out their predictions	*Examples of Total Participation Techniques:* • Think Pair Share • Quick Writes • Quick Draws • Chalkboard Splash • Thumbs Up When Ready • Processing Cards • Similes • Ranking • Numbered Heads Together • Vote: Thumbs Up/Down *Examples of Total Participation Hold-Ups:* • Selected Response • Number Cards • True/Not True • Multiple- Choice Hold-Ups • Whiteboard Hold-Ups *Examples of Total Participation Techniques Involving Movement:* • Line-Ups and Inside-Outside Circles • Three 3's in a Row • Networking Sessions • Categorizing and Sorting • Appointment Agendas • Bounce Cards • Mouth It, Air-Write-it, or Show Me Using Your Fingers • Acting it Out, Role Plays, and Concept Charades • Simulations • Cut and Pastes • TPT's During the Read-Aloud	Tier 1	*High Frequency Words* everyday words (implicit) *Examples* chair, bed, happy *Word Selection* Use of Formative Assessment to identify *Examples for Teaching* • Morning Message • Word Tallies • Word Wall • Word Jar • Student Examples
			Tier 2	*Academic Vocabulary* words not in general use, not content specific and appear far more in written texts than in speech *Examples* concentrate, observation, persistence *Word Selection* • are critical to passage understanding • necessary for conversation or written expression *Examples for Teaching* • Introduce words during or after text • Student friendly definitions • Contextualize the words • Interact with word meanings • Provide multiple opportunities to interact (examples: Description, Restate,

	of the book.
	
	Orality
	Combining the essential "rules" of standard written and spoken English and appreciation of our students' dialects when teaching grammar.
	• Create activities where students can compare the speaking styles of new reporters and music artists.
	• Allow students to role-play drama productions so they can get used to speaking Standard English.
	• Create puppet shows and imitate superheroes (as these heroes engage in hyper-correct Standard English).
	• Translate music into Standard English.
	
	Verve
	The integration of communalism, movement expressiveness, and preference toward rhythmic behaviors is what creates the verve characteristics.
	• Integrate hip hop music, culturally specific word games, and multicultural poetry to enhance reading skills.
	• Select culturally relevant books and encourage paired reading
	• Create culturally relevant thematic units.
	• Interview students and parents about cultural background information and values and create thematic units surrounding cultural experiences.
	• Ask questions specific to cultures and their contributions to society.
		Total Participation Techniques for Note-Taking and Concept Analysis:
		• Confer, Compare, and Clarify
		• Graphic Organizers and Prepared Packets
		• Anticipatory Guides
		• Picture Notes
		• Lecture T-Chart
		• The 3-Sentence Wrap-Up
		• A-Z Sentence Summaries
		• Pause, Star, Rank
		• Key-Word Dance
		• Debate Team Carousel
		• Technology-Based TPT's
		  - Blogging
		  - Classroom Clickers
			Tier 3	Drawing, Activities, Discussion, Games
				• Word Sorts
				
				Domain-Specific Vocabulary
				• words related to a specific content or field of study
				• students are likely to encounter in the future
				
				Examples
				stem, democracy, tundra, addition
				
				Word Selection
				• are likely unfamiliar
				• are easily explained to children at their level
				
				Examples for Teaching
				• Questioning
				• Labeling
				• Movements