

English Language Arts Model Curriculum

Grade 2

Strand	Reading: Literature	
Topic	Key Ideas and Details	
Standard Statements		Content Elaborations
<ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges. 		<p>The focus of Key Ideas and Details is the reader’s ability to understand the information in what they have read or what has been read to them. In asking and answer questions about a text, readers reconstruct (retell with explanations) the story and begin to use analytical talk. This retelling helps readers build story comprehension and rethink their way through a text. This level of comprehension provides readers with the foundation for discussing and analyzing characters. Doing so requires readers to make inferences about the abstract traits of a character and helps readers craft increasingly rich characters of their own.</p> <p>In the next grade band, students will be expected to identify the main idea and theme of, make inferences from and make comparisons between plot elements.</p>
Enduring Understandings	<p>Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.</p>	

Strand	Reading: Literature
Topic	Key Ideas and Details
Instructional Strategies and Resources	
Hand Graphic Organizer for Reading Use the drawing of a hand with each finger representing one of the five Ws (who, what, where, when, why). The palm of the hand has a heart that represents the central message, lesson or moral. The teacher can use a large hand graphic organizer to model retelling the story orally or to create a written summary.	
Thick and Thin After students read a story, the teacher models, asking “thick and thin questions” for students to answer. Thin questions are surface level/recall or literal questions and thick questions require deeper thinking, inferring and synthesizing skills. The teacher uses a think aloud to model the strategies for developing questions.	
<i>Teaching Children Who Find Reading Difficult</i> (4th Edition) by Timothy Rasinski, Nancy Padak, and Gay Fawcett (Pearson, Boston, 2010) offers evidence-based instructional ideas to develop and strengthen the reading skills of struggling readers.	
<i>Charlotte Huck’s Children’s Literature: A Brief Guide</i> by Barbara Kiefer and Cynthia Tyson (Mar 11, 2009) provides titles of quality children’s literature and ways to effectively use these titles to foster reading comprehension and interest.	
Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	

Strand	Reading: Literature	
Topic	Craft and Structure	
Standard Statements	<p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Content Elaborations</p> <p>The focus of the Craft and Structure topic is the reader’s ability to understand word meaning and figurative language, story structure and development, and point of view. As readers become familiar with a wider variety of poets and writers, they are able to access the many ways words can be arranged to produce meaning. Their comprehension increases with an increased understanding of story structure and elements. These readers are more involved in the stories and take greater interest in the details. As they read and determine point of view, they think beyond the written text and begin to develop a conceptual understanding of how point of view impacts text.</p> <p>In the next grade band, students will be expected to know how to use the context of a word to determine its meaning, develop an understanding of the way authors use language figuratively, determine theme and main idea, and begin to identify the way point of view impacts a text.</p>
Enduring Understanding	<p>Literature, like all creative products, demonstrates style and craftsmanship. 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.</p>	

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Topic	Craft and Structure
Instructional Strategies and Resources	
Reader's Theater: Traits, Feelings, Mood, Tone After reading a story, students analyze the characters to identify their traits, feelings, mood and tone. Create a Reader's Theatre to demonstrate the differences in characters, their voice and opinions.	
Graphic Organizers for classroom use with story structure, compare/contrast, summary, etc. help put ideas and notes in order.	
Reading with Meaning by Debbie Miller (Jan 1, 2002, Stenhouse) provides tools for teaching comprehension strategies and gives specific examples of children's books to use with each strategy.	
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Strand	Reading: Literature	
Topic	Integration of Knowledge and Ideas	
Standard Statements		Content Elaborations
<p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>		<p>The focus of the Integration of Knowledge and Ideas topic is making connections and comparisons, and determining themes and main topics across different texts and genre. When readers integrate information presented from visual cues, images and text (print, non-print and digital) they are better able to draw conclusions. Reading widely is critical to increasing reading ability. Readers that do so are better able to compare and contrast story variations. This encourages the recognition that there are multiple viewpoints to consider when reading and pushes the reader to consider the cultural nuances embedded in the story’s origin.</p> <p>In the next grade band, students will be expected to analyze the contributions of the visual text to the overall meaning of the story, and compare and contrast themes and topics and the ways these are treated in texts within and across genres.</p>
Enduring Understanding	Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author’s message/theme as well as the ideas being explored.	

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas
Instructional Strategies and Resources	
Compare and Contrast Read a traditional fairy tale and have students list the characters, setting or plot details. Next, read another version of the fairy tale (e.g., a fractured fairy tale) and compare story elements and details.	
Interactive Venn Diagram or Venn Diagram Shape Sorter When comparing characters, students could use an interactive Venn diagram to list the similarities and differences. For an interactive resource that produces a computer-generated comparison chart once information has been entered allows the user to explore Venn Diagrams and their various applications.	
Artist to Artist: 23 Major Illustrators Talk to Children About Their Art by Eric Carle Museum of Picture Book Art, Eric Carle, Mitsumasa Anno, and Quentin Blake (Sep 25, 2007, Philomel). Children’s book artists talk about the ways they illustrate and connect their work to the text or story.	
Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	

Strand	Reading: Literature	
Topic	Range of Reading and Level of Text Complexity	
<p>Standard Statements</p> <p>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Content Elaborations</p> <p>The <i>Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects</i> states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <ol style="list-style-type: none"> (1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) (3) Reader and task considerations (motivation, knowledge, and experiences, purpose and complexity of task assigned) <p>The three-part model is explained in detail in Appendix A of the <i>Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects</i>. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.</p>	

Strand	Reading: Literature	
Topic	Range of Reading and Level of Text Complexity	
	<p>The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that “a turning away from complex texts is likely to lead to a general impoverishment of knowledge...” This trend can be “turned around” when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.</p> <p>In the next grade band, students will be asked to read, comprehend and use ideas gathered from texts with more complex literary and informational structures and content.</p>	
<p>Enduring Understanding</p> <p>In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the “skill, concentration and stamina” to read these texts independently and proficiently.</p>		

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Grade 2

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<p>Instructional Strategies and Resources</p> <p>Book in a Bag Students choose and read appropriate-level books of various genres that are in “take home bags.” These are taken home weekly, read and discussed with family members. The book is returned to school at the end of the week and documented on a class chart. A new book is taken home the following week. This promotes wide reading and family involvement. This strategy also can be implemented within the classroom. Individual reading logs can be maintained and students can meet in small groups to discuss their reading with peers.</p> <p><i>Charlotte Huck’s Children’s Literature: A Brief Guide</i> by Barbara Kiefer and Cynthia Tyson (Mar 11, 2009, McGraw Hill) provides titles of quality children’s literature and ways to effectively use these titles to foster reading comprehension and interest.</p> <p><i>Living Literature: Using Children’s Literature to Support Reading and Language Arts</i> by Wendy C. Kasten, Janice V. Kristo, Amy A. McClure, and Abigail Garthwait (Nov 14, 2004, Prentice Hall) provides teachers with criteria for selecting quality literature that can be incorporated into literacy lessons.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>	

Strand	Reading: Informational Text	
Topic	Key Ideas and Details	
Standard Statements	<ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text. 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 	<p>Content Elaborations</p> <p>Reading for Key Ideas and Details is reading with purpose. It expands a reader’s understanding of the world. The background knowledge developed as a result of comprehending these ideas and details serve to strengthen comprehension of more difficult texts. Additionally, this purposeful reading builds a reader’s visual literacy. Readers that engage in learning experiences with informational texts gain a deeper understanding through questioning, discussing and studying the unique characteristics or features of those texts.</p> <p>In the next grade band, students are expected to use questioning strategies to improve comprehension of text, use text details to support findings and inferences, and begin to use direct quotes as evidence or support in discussions and writing.</p>
Enduring Understanding	<p>Knowledge-based information is an ever-changing expanding genre, which encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one’s sense of the world and self.</p>	
Instructional Strategies and Resources	<p>What’s Important</p> <p>Create a T-chart. Label one side <i>What’s interesting?</i> and the other side <i>What’s important</i>. Once students have heard or read a common informational text, ask for discussion. Record student ideas on the chart under the appropriate label. Discuss why ideas were placed on one side or the other. With support, students can do this activity independently after reading their own informational texts.</p>	

Strand	Reading: Informational Text
Topic	Key Ideas and Details
<p>Read, Remember, Represent, Retell</p> <p><i>Make It Real</i> by Linda Hoyt – Students read as much as a student’s hand will cover. (Modification for students who are not reading independently – Teacher reads aloud a short segment of informational text containing key detail). Students first say to themselves what they remember about what was read. Then they draw an image that represents that information. Finally, students work with partners to retell what they learned.</p> <p><i>Make It Real, Strategies for Success with Informational Texts</i> by Linda Hoyt (Portsmouth, NH: Heinemann, 2002) offers instructional ideas for using informational texts in the classroom as part of reading and writing instruction.</p> <p>Using <i>Click or Clunk</i>, a student comprehension self-check, students monitor their understanding of text as they read. An overview of the strategy and ideas for implementation are available online at</p> <p><i>Question Generation</i> teaches students to boost their comprehension of expository passages by locating the main idea or key ideas in a passage and then generating questions based on that information.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>	

Strand	Reading: Informational Text	
Topic	Craft and Structure	
Standard Statements	<p>4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Content Elaborations</p> <p>The Craft and Structure of informational text serve as a vehicle to enhance reader understanding. Informational texts provide information about the world in which readers exist. The text includes specialized vocabulary that builds a reader’s academic or domain-specific language. The features specific to informational text (i.e., headings, diagrams, images) introduces readers to the concept of nonlinear reading, a skill that is critical as students begin to work with and interpret information from new technologies.</p> <p>In the next grade band, students are expected to understand and identify main ideas as they appear in a text and be able to find the ways authors support those ideas. Additionally, they are expected to understand the strategy of summarizing portions of as well as entire texts.</p>
Enduring Understanding	<p>Informational text, like all creative products, demonstrates style and craftsmanship. 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.</p>	
Instructional Strategies and Resources	<p>Word Maps</p> <p>Readers should keep a list of new words they encounter when they are reading informational text. Follow the word identification strategies to determine word meaning:</p> <ul style="list-style-type: none"> • Use the context • Ask a friend • Reread • Use picture cues • Look it up 	

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Topic	Craft and Structure
<p>Once meaning is determined, students can create word maps that appear as follows:</p> <div data-bbox="772 467 1360 760" data-label="Diagram"><pre>graph TD; word[word] --- Q1(What is it?); word --- Q2(What is it like?); word --- Q3(What are some examples?);</pre></div>	
<p>Primary Students and Informational Texts by Hallie Kay Yopp and Ruth Helen Yopp in Science and Children (Nov 2006). This article shares three strategies that teachers can use to promote young children’s successful interactions with informational science texts. In addition to supporting students’ science learning and their developing reading abilities, these strategies are useful for assessing students’ science knowledge.</p> <p>Using Text Structure provides information about teaching students to recognize common text structures found in expository texts.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>	

Strand	Reading: Informational Text	
Topic	Integration of Knowledge and Ideas	
Standard Statements	<p>7. Explain how specific images (e.g., diagram showing how a machine works) contributes to and clarify a text.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Content Elaborations</p> <p>Illustrations or graphics in informational texts provide the reader with a visual representation of the content and can be used to help readers Integrate Knowledge and Ideas gathered from multiple sources. They help readers focus on important relevant information as they read. In addition, as readers make connections across texts, their ability to think critically improves. Making connections involves metacognition (thinking about thinking) and activating prior knowledge. Teacher modeling is critical if young readers are to understand this process. Readers begin to understand that authors write to inform, educate, persuade, convince or defend. This understanding enables them to read more critically when examining texts for author’s points and details.</p> <p>In the next grade band, students are expected to describe and explain the way topics in historical, scientific and technical texts connect using language specific to that content.</p>
Enduring Understanding	<p>Integrating knowledge and ideas from informational text expands the knowledge base. Perspectives found in text empower the reader to make informed choices in life.</p>	

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas
<p>Instructional Strategies and Resources</p> <p>Information About Informational Text</p> <p>With a whole group, have students pick a topic of their choosing. Help students generate sentences about the topic based on specific informational text types. The topic <i>sneeze</i> might look something like this:</p> <ul style="list-style-type: none"> • Cause and effect: If I laugh too hard, I get the hiccups • Problem and solution: People suggest how to get rid of hiccups. The most popular advice is to hold your breath. • Question and answer: What does my body do when I hiccup? • Compare and contrast: I get hiccups when I laugh too hard, my brother gets them when he sneezes. • Description: Hiccups are funny. Sometimes I can make them quiet so others don't notice. Other times they are loud and sound like I may be burping. • Sequence: To get rid of hiccups, first hold your breath. Then take a sip of water and let your breath out. Next, hold your breath again and repeat the process. <p><u>Artistic Response</u> is a visualizing activity that encourages students to respond to texts by creating an artistic representation.</p> <p><u>Teaching Students to Read Nonfiction, Gr. 2-4</u> by Alice Boynton & Wiley Blevins (New York: Scholastic, 2004) introduces students to various nonfiction text types and encourages them to compare information on a topic across various sources.</p> <p><i>Nonfiction in Focus: A Comprehensive Framework for Helping Students Become Independent Readers and Writers of Nonfiction</i> by Janice V. Kristo and Rosemary A. Bamford (New York: Scholastic, 2004) provides an overview of reading and writing with nonfiction and includes many practical ideas for classroom instruction.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <u>this site</u>. Resources based on the Universal Design for Learning principles are available at <u>www.cast.org</u>.</p>	

Strand	Reading: Informational Text	
Topic	Range of Reading and Level of Text Complexity	
<p>Standard Statements</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Content Elaborations</p> <p>The <i>Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects</i> states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <ol style="list-style-type: none"> (1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) (3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned) <p>The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.</p>	

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	<p>The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that “a turning away from complex texts is likely to lead to a general impoverishment of knowledge...” This trend can be “turned around” when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.</p>	
Enduring Understanding		
<p>In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex informational text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the “skill, concentration and stamina” to read these texts independently and proficiently.</p>		
Instructional Strategies and Resources		
You’re An Expert		
<p>After reading a series of informational texts that provide directions for completing an activity, encourage students to write how-to guides on a subject with which they are most familiar. When complete, have students share with one another. The reader should make suggestions about steps that might be missing or about ways to make the directions clearer. Student guides can be illustrated and bound into a class how-to book.</p>		
<p>A Quick Guide to Selecting Great Informational Books for Young Children by Kathy E. Stephens highlights the importance of informational texts in the literacy curriculum.</p>		
<p>Nonfiction Mentor Texts: Teaching Informational Writing Through Children’s Literature, K-8 Lynne R. Dorfman and Rose Cappelli (Stenhouse, 2009) provides information and strategies for using nonfiction children’s books as guides for writing.</p>		
Diverse Learners		
<p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>		

Strand	Reading: Foundational Skills	
Topic	Phonics and Word Recognition	
Standard Statements	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	<p>Content Elaborations</p> <p>The National Reading Panel advocates systematic phonics instruction as part of a balanced program of reading teaching. Phonics, along with other strategies, is used for Word Recognition. Reading is the act of recognizing words and then understanding the individual and collective meanings of those words, with the ultimate goal being to get to the meaning of the text. Phonics makes decoding an integral part of the reading and writing experience.</p> <p>In the next grade band, students show their ability to decode all letter-sound correspondences, use affixes appropriately and sound out unfamiliar multi-syllable words using that knowledge.</p>
Enduring Understanding	Learning to recognize and decode printed words develops the skills that are the foundation for independent reading.	
Instructional Strategies and Resources	<p>Word Building</p> <p>Once students know one word, they can often build other words based on that knowledge. For example, given the word <i>kind</i>, students can be asked to build words using affixes. Students may come up with words like <i>kinder</i>, <i>kindness</i>, <i>kindest</i>, <i>unkind</i>, <i>kindly</i>. Other examples could be to create words based on word families, meaning, beginning sounds, etc.</p> <p>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 4th Edition by Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston (Prentice Hall, 2007) provides resources and strategies for conducting word study with students.</p>	

Strand	Reading: Foundational Skills
Topic	Phonics and Word Recognition

Making Big Words

Give each student a collection of letters either written at the top of a page or letters that can be manipulated. The letters should be a mixture of vowels and consonants, with some of the common letters repeated, such as A, I, M, N, N, O, U, T. Ask students to generate as many words as they can. Tell students letters may not be used twice in a word unless the letter has been given twice. Challenge students to determine the big word formed when using all the letters. This can be done as a whole-class activity using magnetic letters that students can manipulate to form words. Results can be posted on chart paper for future viewing.

A, I, M, N, N, O, U, T		
tin	inn	main
in	out	tan
man	ant	noun
aim	not	ton
	mountain	

Diverse Learners

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Strand	Reading: Foundational Skills	
Topic	Fluency	
Standard Statements	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Content Elaborations</p> <p>Phonics and Fluency are two of the main ingredients in the teaching of reading according to the National Institute of Child Health and Human Development. Repeated oral reading of texts (rehearsal) and modeling fluent reading with expression and accuracy are critical for students to understand the concept of fluency.</p> <p>In the next grade band, students read grade-level text with the fluency and accuracy to support their comprehension of text.</p>
Enduring Understanding	<p>Fluency helps the reader process language for meaning and enjoyment.</p>	
Instructional Strategies and Resources	<p>Passionate Poetry</p> <p>Select a short poem project for the group to see. Make a copy of the poem for each student. Read the poem aloud several times while your students listen and follow along. Take a moment to explicitly discuss the things that contribute to reading fluency: phrasing (i.e., the ability to read several words together in one breath), rate (the speed at which we read), and intonation (the emphasis we give to particular words or phrases. Have students <i>do echo reading</i>: read a line and students read the line using the expression and rate that was modeled. Following echo reading, have students participate in a <i>choral read</i>.</p> <p>Exactly the Opposite</p> <p>Print several sentences on sentence strips or chart paper. Read each aloud to the students. Give students the opportunity to choral read each. Change the sentences by the way they are read. For example, a sentence like “My dog chased the ball.” will change intonation and rate if it is read with anger and will change again if read as though sad. Practicing simple texts in this way helps build understanding of expression and reading rate.</p>	

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Strand	Reading: Foundational Skills
Topic	Fluency
<p><i>The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension</i> by Timothy V. Rasinski (Scholastic, 2006) provides strategies for improving reading fluency for elementary and middle school students.</p> <p><i>From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School</i> by Timothy V. Rasinski and Nancy D. Padak (Allyn and Bacon, 2007) provides information on effective word study and engaging fluency.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>	

Strand	Writing	
Topic	Text Types and Purposes	
Standard Statements	<ol style="list-style-type: none"> 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 concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 	<p>Content Elaborations</p> <p>The knowledge base of student writers grows as they explore the variety of Text Types and Purposes for which they can compose text. Each phase of composing requires problem solving and critical thinking. Research shows that the best writers are those who are supported in their efforts and those who write often across content. Authentic purposes for writing create situations that allow student writers to celebrate the work that they do.</p> <p>In the next grade band, student writers will craft opinion, informational and narrative pieces that reflect the structures and elements most common to those forms.</p>
Enduring Understandings	<p>Writers share information, opinions and ideas through multiple ways and texts. Knowledge of different genres supports students' understanding and writing of text and structures, which allows them to communicate in appropriate and meaningful ways to their audience and achieve their intended purpose.</p>	

Strand	Writing
Topic	Text Types and Purposes
Instructional Strategies and Resources	
Mentor Text Use mentor texts of various genres to help show examples of a writer’s craft (i.e., characteristics of a genre, inclusion of details/elaboration, sentence structure, temporal words or specific word choice to create meaning). Teachers and students examine the texts and identify features to imitate in their own writing.	
Day by Day: Refining Writing Workshop Through 180 Days of Reflective Practice by Ruth Ayres and Stacey Schbitz states (from the front piece): “This outstanding professional book [will help teachers] think and learn about many important aspects of teaching writing, I believe it will also provide new energy to teachers who want to fall in love with teaching writing all over again.”	
Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	

Strand	Writing	
Topic	Production and Distribution of Writing	
Standard Statements	Content Elaborations	
<p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Students at this age are writing more independently and have begun to understand that words are powerful ways to express themselves. They begin to draw their messages less as their ability to work with text increases. As students learn the craft of writing, they also must understand the pieces of the Production and Distribution of Writing. Peer editing can begin at this level. Student writers are capable of providing editing and revision feedback as long as this has been focused or targeted on specific writing areas.</p> <p>In the next grade band, students are expected to produce texts that reflect planning, organization, and evidence of revision and editing. In addition, students are expected to use appropriate technologies to enhance their messages further.</p>	
Enduring Understanding		
<p>Writers share information, opinions and ideas through multiple ways and texts. Knowledge of different genres supports students' understanding and writing of text and structures. This allows them to communicate in appropriate and meaningful ways to their audience to achieve their intended purpose.</p>		

Strand	Writing
Topic	Production and Distribution of Writing
<p>Instructional Strategies</p> <p>Writing and Technology Students share their writing with their peers through the use of technology such as ELMO, SMARTBoard or PowerPoint. After the share, provide opportunities for peers to contribute constructive feedback to the author. The author uses the suggestions. The revised writing is again shared and the impact of the suggestions is noted.</p> <p>Career Connection Invite your school’s technology director or another technology professional from the community to discuss how integrating technology in to a presentation strengthens and supports the speaker’s message, rather than a tool used for delivering the message. Then, students will create a presentation that shares their personal strengths and interests, while demonstrating their skills for integrating technology and writing, speaking, and listening.</p> <p>Constructive Feedback Model how to provide constructive feedback to an author’s work and then have students provide feedback to each other. For example, after hearing a peer’s story, students offer one compliment focused on the craft used and one suggestion for next steps.</p> <p>Wordle Wordle gives students the opportunity to play graphically with words to create a word collage.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>	

Strand	Writing	
Topic	Research to Build and Present Knowledge	
Standard Statements	<p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>	<p>Content Elaborations</p> <p>Teaching research skills can help satisfy students’ natural curiosity. As they conduct Research to Build and Present Knowledge, they learn how and why things/concepts appear as they do. As they work collaboratively, these student researchers begin to see the value in finding answers to their own questions. Student researchers use collaborative conversation to share and gather information as they plan, investigate, observe, record, represent and present information.</p> <p>In the next grade band, student are expected to use evidence (personal and textual) to conduct short research projects that include relevant information and reflect (though citations) the use of print and digital sources.</p>
Enduring Understanding	<p>Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.</p>	

English Language Arts Model Curriculum

Grade 2

Strand	Writing
Topic	Research to Build and Present Knowledge
Instructional Strategies and Resources	
Questioning Technique Students begin by formulating questions on a subject. Then they classify questions into topic areas. After grouping students by topic areas and having each student select a question previously generated, students read nonfiction sources to find answers to the questions. Using information, students may collaborate with others in their group or work individually to write their non-fiction piece. A visual image to reflect the topic may be included and published in a chosen format (print or digital).	
<u>Beyond Reading and Writing: Inquiry, Curriculum, and Multiple Ways of Knowing by Beth Berghoff, Kathryn A. Egawa, Jerome C. Harste, and Barry T. Hoonan (NCTE, 2000) focuses on building research strategies into the curriculum with young children.</u>	
Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	

Strand	Speaking and Listening	
Topic	Comprehension and Collaboration	
Standard Statements	<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 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. 	<p>Content Elaborations</p> <p>The Comprehension of spoken messages and students’ abilities to Collaborate with other speakers is critical to academic success. Kathy Mills states “Teachers need to rediscover the transforming potential of talk for developing students’ reading comprehension.” Speaking and listening are the vehicles by which classroom culture is established, a culture that promotes critical thinking and inquiry. In a classroom where oral communication is valued and encouraged, students have a greater opportunity to develop critical thinking, sequence their ideas, find support for their opinions, and listen to and restate the main ideas of a speaker.</p> <p>In the next grade band, students are expected to paraphrase and summarize information gathered from visual and oral presentations and use that information as a basis for discussion or composing text.</p>
Enduring Understanding	<p>Strong listening and speaking skills are critical for learning and communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies each individual’s contributions and leads to new and unique understandings and solutions.</p>	

English Language Arts Model Curriculum

Grade 2

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
Instructional Strategies and Resources	
Literature Circles	
Once a book has been read by a student group or read aloud to a whole group, facilitate literature circles giving students specific roles.	
<ul style="list-style-type: none">• Artful Artist – uses visual art to represent significant ideas or scenes from the book• Capable Connector – finds connections between the book and personal events or experiences, something studied in another content area or another book.• Discussion Director – serves as facilitator (may initially be the teacher, but students will soon begin to assume the role) and writes questions that will initiate and guide group discussion.• Literary Luminary – selects “beautiful language” (can be focused on figurative language, dialogue, description) and/or interesting or important passages.	
Other roles can be created and added to adjust for group size (i.e., Reliable Reteller – to bring group up to speed on what was read previously; Word Wizard – to research words that are unique or difficult). With specific roles, students are focused and ready to enter the discussion armed with their information. Roles can diminish as students become more and more comfortable with literature circles.	
Conversation Station	
Create a location in the classroom with no more than three chairs. Use the space to ask open-ended questions that engage children in conversations and promote opportunities to use language. The number of children in the Conversation Station should not be more than two at a time to provide ample opportunity for true conversation. The teacher can model how conversations can take place in this center. The station can include artifacts related to the class theme, recently read books and writing materials. This place for conversation can eventually be a place for peers to share with one another. Adapted from Conversation Stations: Promoting Language Development in Young Children Mary Alice Bond and Barbara A. Wasik (Journal of Early Childhood Education, 2009, 36:467-473)	
Classroom Discussions: Using Math Talk to Help Students Learn by Suzanne H. Chapin, Catherine O'Connor, and Nancy Canavan Anderson (Math Solutions, 2009) provides strategies for using talk to learn mathematical concepts.	
Floating on a Sea of Talk: Reading Comprehension Through Speaking and Listening by Kathy A. Mills (The Reading Teacher, 63(4), pp. 325–329) provides valuable research and practical strategies for using speaking and listening in the reading classroom.	
Diverse Learners	
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	

Strand	Speaking and Listening	
Topic	Presentation of Knowledge and Ideas	
Standard Statements	<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Content Elaborations</p> <p>Children develop their abilities to Present their Knowledge and Ideas as their speaking and listening skills advance. Oral communication (speaking and listening) is a critical part of the classroom because of its role in social interaction as well as developing and presenting knowledge. As students develop listening skills, participate in discussions and develop topic-related questions, they develop the ability to understand a perspective other than their own, elaborate or expand explanations given by someone else and use evidence-based logic to explain their ideas or defend points. Oral presentations (by peers, teachers, experts) provide students with the opportunity to construct meaning from what they have seen and heard, and to convey that meaning to others.</p> <p>In the next grade band, students are expected to make oral presentations that include multimedia components that enhance their topic, and begin to develop an understanding of formal and informal English and the appropriate purposes and audiences in which each can be used.</p>
Enduring Understanding	<p>Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message. They are careful to base their presentations on facts and make sure that everyone in their audience can hear them.</p>	

English Language Arts Model Curriculum

Grade 2

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas
Instructional Strategies and Resources	
Images Talk Collect images of faces from newspapers and magazines. Use open-ended questions to encourage conversation about how the person might be feeling and what their expression can tell someone. Provide time for students to develop hypotheses about why the person feels/looks the way they do. As students present hypotheses, have them support them with details from the picture.	
Investigations When introducing a new theme or topic in the classroom, encourage students to present what they know about it to a small group of their peers. Encourage students to use their own drawings and drafts of posters with information as a part of their presentations. This type of mini-presentation provides practice and enhances skills that students will use in more formal situations.	
<u>Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening by Heidi Hayes Jacobs (Eye on Education, 2006)</u> shows how to integrate all forms of literacy instruction across the curriculum.	
Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	

Strand	Language	
Topic	Conventions of Standard English	
<p>Standard Statements</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>Content Elaborations</p> <p>Writers and speakers use the rules and Conventions of Standard English, parts of speech, sentence structure, mechanics and spelling to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking and listening. As writing competency increases, young writers begin to understand the importance of the audience for whom they are composing text. Teacher modeling of the conventions of grammar and punctuation is critical. Using think alouds as they compose, teachers provide students with the inner dialogue that occurs during the composition process. Creating an environment that supports word learning and encourages word play is critical.</p> <p>In the next grade band, students focus on more complex grammatical constructions (such as abstractions and complex sentences) and punctuation (quotation marks, underlining, commas) to communicate text.</p>	

Strand	Language
Topic	Conventions of Standard English
Enduring Understandings	
Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English.	
Instructional Strategies and Resources	
Word Mapping	
To learn new words or increase understanding of a word, create a concept map. The map can include synonyms, images and definitions. A more sophisticated version of word mapping is the Frayer Model , which includes a synonym, an antonym, an example and a non-example. For early elementary students, simple concept maps can be done in pairs or with large groups to engage students in word learning.	
<pre> graph TD burrow[burrow] --> tunnel[tunnel] burrow --> cave[cave] burrow --> hole[hole] burrow --> mole[mole] </pre>	
Diverse Learners	
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English Language Arts Model Curriculum

Grade 2

Strand	Language	
Topic	Knowledge of Language	
Standard Statements	Content Elaboration	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English</p>	<p>Language is understood and applied in oral, auditory, written or viewed expression, cultivating strong communication skills in selecting language appropriate to purpose and audience. Conventions and use of drawings, symbols, letters, known words and digital icons and tools are a part of language and meaning making.</p> <p>In the next grade band, students compare varieties of English, develop an understanding of the differences between written and spoken English and use words, phrases and punctuation to convey messages and add effect.</p>	
Enduring Understandings		
Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhances expression and aids comprehension.		
Instructional Strategies and Resources		
Formalities		
Use a T-Chart to record informal structure on one side and corresponding formal register on the other side. Teacher models use of appropriate register and students can role play different situations in which each register is appropriate. Teachers can use the book Yo! Yes? by Chris Raschka to introduce this lesson.		
Messages		
Students create messages for different audiences using an appropriate format (formal or informal), e.g., text message, friendly letter, business letter, email.		
Diverse Learners		
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Strand	Language	
Topic	Vocabulary Acquisition and Use	
<p>Standard Statements</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>Content Elaborations</p> <p>Vocabulary Acquisition and Use are critical in the development of young readers, writers, speakers and listeners who identify and use word meanings, inflections and affixes based on shared reading experiences. They explore word relationships and usage through conversations, reading and read alouds. Daily writing for a variety of purposes is critical for increasing written vocabulary. Young writers explore new vocabulary through reading/writing experiences and encounter/learn vocabulary modeled in conversations and texts. Students must be encouraged to be <i>word aware</i> (Blachowicz) in classrooms that support word selection, use of context, word structures and the use of reference tools in learning new vocabulary.</p> <p>In the next grade band, students investigate the uses of formal and informal English, use grade appropriate vocabulary in speaking, reading and writing, develop an understanding of figurative language and its influences on text, and increase their content and academic vocabulary.</p>	

Strand	Language								
Topic	Vocabulary Acquisition and Use								
Enduring Understandings									
Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language.									
Instructional Strategies and Resources									
<p>Knowledge Rating Chart</p> <p>This activity can be done independently or whole group. On paper or a chart, make a list of words that are to be used in the lesson, story or unit. Have students code the words according to their familiarity with them. For example:</p> <table border="1" data-bbox="596 703 1493 1101"> <tr> <td>I never saw it before.</td> <td></td> </tr> <tr> <td>I've heard of it but don't know what it means.</td> <td></td> </tr> <tr> <td>I recognize it – it has something to do with...</td> <td></td> </tr> <tr> <td>I know it well.</td> <td></td> </tr> </table>		I never saw it before.		I've heard of it but don't know what it means.		I recognize it – it has something to do with...		I know it well.	
I never saw it before.									
I've heard of it but don't know what it means.									
I recognize it – it has something to do with...									
I know it well.									
<p>Word Wheels</p> <p>Construct word wheels in shared or interactive writing. This will help students to choose different words when writing. For example:</p> <p>Happy – the center of the wheel. On the spokes, write synonyms for happy: exuberant, joyous, content, blissful, pleased, overjoyed, etc.</p> <p>Like – the center of the wheel. On the spokes, write synonyms for like: enjoy, prefer, choose, wish, want, etc.</p>									
Diverse Learners									
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .									