

English Language Arts Grade 2

Curriculum Writers - Dawn Carusi, Elizabeth O'Connell, and Fran Taft

STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLEs)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p><u>READING</u></p> <p>GLE READING CLUSTERS</p> <ul style="list-style-type: none"> • Reading Fluency • Vocabulary • Literary Texts • Informational Text • Reading Strategies • Breadth of Reading 		<p><u>NECAP GRADE LEVEL EXPECTATIONS</u></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by (state assessment, grade...).</p> <p>Each GLE includes three parts:</p> <ul style="list-style-type: none"> • A statement in bold, called the "stem" is at the beginning of each GLE. Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades. • The unbolded text within a GLE indicates how the GLE is specified at a given grade level. There are often several indicators for each GLE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment • Differences between adjacent grades are underlined. Sometimes nothing is underlined within a GLE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GLEs. • Each GLE is coded for the content area, the grade level, the GLE "stem" number, and specific indicator for that GLE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> • problem solving • communication tools • information tools • self-management tools • working with others <p>Applies Principles of Learning (POL) ®</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain dominance</p>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> • <i>Scott Foresman Grade 2</i> <p><u>Core Books</u></p> <ul style="list-style-type: none"> • <i>Classroom libraries</i> <p><u>Supplementary books</u></p> <ul style="list-style-type: none"> • <i>Quick Words</i> • <i>Rhode Island PreK-12 Literacy Policy</i> • <i>Scott Foresman Resource Book</i> • <i>Infusing Critical Thinking Skills in the Content Area (graphic organizers)</i> • <i>Strategies that Work</i>, Harvey, Goudais • <i>Strategies that Work, Non Fiction Matters</i>, Harvey, Classroom • <i>Instruction That Works</i>, Marzano (Reading Closet) • <i>Making Words</i>, Cunningham • <i>Reading for Meaning</i>, Miller • <i>Junior Great Books</i> • <i>Reading Essentials</i>, Routman • <i>The Fluent Reader</i>, Rainski • <i>Words Their Way</i>, Johnston, Inverniza, Bear • <i>Keys to Comprehension</i> • Subscriptions (e.g. class magazines, Time for Kids, Scholastic Weekly Reader) • <i>Read, Revisit, Retell</i>, Hoyt <p><u>Technology</u></p>	<p><u>REQUIRED</u></p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Qualitative Reading Inventory (QRI-3) (reading specialist) • Primary Spelling Inventory • DRA • Running Records (only for students below grade level) <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Dolch word vocabulary development</p> <p>Exhibits</p> <p>Interviews</p> <p>Free writes, quick writes</p> <p>Graphic organizers and/or visual imagery</p> <p>Journals</p> <p>Literature Circles</p> <p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> • role playing, short plays (bodily kinesthetic) • graphic organizing, sketch journals/ cartooning (visual) • collaboration/ conferencing

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		<p>5), 6 (6th GLE stem), 2 (the second specific indicator for the 6th GLE stem).</p> <p>If an outcome does not have a GLE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p>Outcomes and Benchmarks are indicated for all READING GLEs/standards and are secured for this grade level unless indicated with a B for beginning or a D for developing.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), STANDARDIZED/FORMALIZED tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p>(spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics and criteria charts</p> <p>Collaborates with specialists to differentiate instruction for ALL students</p> <p>READING/WRITING STRATEGIES The teacher</p> <p>Employs ELA best practice reading strategies</p> <ul style="list-style-type: none"> reading aloud think aloud shared reading guided reading self-selected reading <p>Facilitates comprehension strategies</p> <ul style="list-style-type: none"> making connections questioning visualizing inferring determining importance synthesizing information self-monitoring or fix-up predicting <p>Facilitates Literature Circles</p> <p>Facilitates Reader's Workshop</p> <p>Facilitates the development of word walls</p> <p>Models a variety of graphic organizing strategies (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.)</p>	<ul style="list-style-type: none"> MierriamWebster.com computers, internet access, word processing Alpha Smarts books on tape SFreading.com Kidspiration™ Video streaming SF CDs Lexile.Com Proquest.com CD Rom Computer resource files Visual aids Overhead projector Elmo, LCD projector H/R drive <p>Materials</p> <ul style="list-style-type: none"> SF transparencies word walls clear expectations posters dictionaries thesauruses SF Phonics chart Classroom news subscriptions <p>District developed resource</p> <ul style="list-style-type: none"> Scott Foresman, Depth of Knowledge/Multi intelligence matrix (DOK/MI Matrix) Public resource program H drive <p>School library resources</p> <ul style="list-style-type: none"> Book closets professional videos classroom libraries KITES science literature 	<p>(interpersonal)</p> <ul style="list-style-type: none"> songs, lyrics (musical) <p>Oral presentations</p> <p>Performance/problem-based tasks</p> <p>Pre Assessments (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO - TBD</p> <p>Reading logs</p> <p>Readers' Theater</p> <p>Rubrics</p> <ul style="list-style-type: none"> Reading comprehension Initial understanding, analysis, interpretation <p>Tests and quizzes</p>

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				<u>Community</u> <ul style="list-style-type: none"> • Extended Day • Enrichment • Storyteller • PTO • Reading Week - inter school activities • Guest Readers/Writers • Field Trips • Town meetings 	
READING <u>1.1a</u>		Students demonstrate phonemic awareness by.... 1.1.1.a Blending and segmenting phonemes in more complex one syllable words (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh) (R-2-9.1)	Teacher may model and/or facilitate the following strategies: <ul style="list-style-type: none"> • Direct instruction • Word sorts • Word building with manipulatives • Scott Foresman games 	Resources see pages 24-26 <ul style="list-style-type: none"> • <i>Words Their Way</i> 	Assessments/evidence see pages 1-2
READING 1.1 Reading Fluency and Accuracy (R-11)		Students read grade-level appropriate material at an instructional level with: 1.1.1 ACCURACY: reading material appropriate for the end of grade 2 with at least 90- 94% accuracy as measured to determine Personal Literacy Plans (PLPs) with the following assessments <ul style="list-style-type: none"> • DRA (administered by teacher) • Running Record (SF Individual Reading Inventory/IRI/Rigby) • Qualitative Reading Inventory (QRI-3) (administered by reading specialist) 1.1.2 Fluency: reading grade-appropriate text with oral fluency rates of at least 80-100 words	Teacher may model and/or facilitate the following strategies: <ul style="list-style-type: none"> • Guided reading • Choral reading • Cued phrases 	Resources see pages 1-2 <ul style="list-style-type: none"> • Classroom libraries • Leveled text • Scott Foresman • Recorded text • Book closet 	Assessments/evidence see pages 1-2 REQUIRED COMMON LOCAL ASSESSMENTS <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) STANDARDIZED/ FORMALIZED

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		<p>correct per minute R (as measured to determine Personal Literacy Plans (PLPs) with the following assessments. Suggested rates 80-100 words correct per minute</p> <ul style="list-style-type: none"> • DRA (administered by teacher) • Running Record (SF Individual Reading Inventory/IRI/Rigby) • Qualitative Reading Inventory (QRI-3) (administered by reading specialist) <p>1.1.3 FLUENCY - reading grade-appropriate text in a way that makes meaning clear, demonstrating phrasing, expression, and with attention <u>punctuation (including commas and quotation marks)</u> as measured to determine Personal Literacy Plans (PLPs) with the following assessments (R-2-11.3)</p> <ul style="list-style-type: none"> • DRA (administered by teacher) • Running Record (SF Individual Reading Inventory/IRI/Rigby) • Qualitative Reading Inventory (QRI-3) (administered by reading specialist) 	<ul style="list-style-type: none"> • Paired reading • Reader's theater • Audio-recorded assistance • Guided reading • Repeated reading • Read aloud • Modeling <ul style="list-style-type: none"> • Guided reading • Modeling • Reader's Theater • Paired reading • Repeated reading 	<ul style="list-style-type: none"> • <i>Guiding Readers and Writers, section 3</i> • <i>Scott Foresman take home phonics and easy reader books</i> • <i>Matching Books to Readers, Fountas and Pinnell</i> • <i>New Standards Speaking and Listening</i> 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Qualitative Reading Inventory (QRI-3) (reading specialist) • Primary Spelling Inventory • DRA • Running Records (only for students below grade level) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Conferencing • Criteria checklists • Reading logs • Pre assessment - SF Unit Skills Test 1-6
<p>READING</p> <p>1.2 Word identification skills and strategies</p>		<p>Students apply word identification and decoding strategies by</p> <p>1.2.1 Identifying regularly spelled multi-syllabic words, by using:</p> <ul style="list-style-type: none"> • knowledge of sounds • syllable types • word patterns (including most common spellings for consonants and vowels, e.g., <u>knot, catch, float, fight</u>; or common suffixes) (R-2-1.1) (state assessment, grade 3), e.g. <ul style="list-style-type: none"> • match words to pictures or to 	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Pre-teaching vocabulary • Multiple exposures • Concept maps • Word building (e.g. reading rods) 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • Leveled text • <i>Word Sorts</i> • <i>Words Their Way</i> • SF High frequency word 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative

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		<p>match words to words with similar sounds (e.g., flower and shower)</p> <ul style="list-style-type: none"> (multi-syllabic words): happiness, shower, sunshine <p>1.2.2 Reading grade level appropriate words (in connected text) <u>with automaticity</u> (R-2-1.3)</p> <p>1.2.3 Reading with grade appropriate, high frequency words (including irregularly spelled words (R-2-1.4)</p>	<ul style="list-style-type: none"> Word sort Chunking Multi-sensory activities Flexible word study groups Scott Foreman audio CDs Repeated readings Paired reading Direct instruction 	<p>lists</p> <ul style="list-style-type: none"> <i>Word Study Lessons</i>, Fountas and Pinnel Dolch lists <i>Making Words</i> Rebecca Sitton High frequency words Scott Foresman word games <p>1.2.1 Scott Foresman 2.1: 12k, 44k, 70k, 93a, 95a, 97c, 98k, 127a, AR4 2.2: 188l, 195c, 203a, 205a, 207c, 230k, 260k 2.3: 356k, 363c, 395a, 387a, 389c, 424k, 429c, 445a, 447a, 449c 2.4: 12l, 17c, 37a, 39a, 41c, 42l, 47c, 67a, 69a, 71c, 72l, 77c, 101a, 103a, 105c, 106k, 111c, 133a, 135a, 137c, 138k, 143c, 171a, 173a, 175c, AR1, AR3, AR4 2.5: 182l, 187c, 205a, 207a, 209c, 262l, 267c, 285a, 287a, 289c, 290k, 295c, 313a, 315a, 315b, 317c, AR6 2.6: 355a, 360k, 414k, 419c, 441a, 443a, 445c, 446l, 451a, 451c, 473a, 475a, 477c</p>	<ul style="list-style-type: none"> Informational (report, procedural) <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> Gates MacGinitie Stanford Diagnostic Reading Test (SDRT) Qualitative Reading Inventory (QRI-3) (reading specialist) Primary Spelling Inventory DRA Running Records (only for students below grade level) <p>SUGGESTED</p> <ul style="list-style-type: none"> Anecdotal records Conferencing Criteria checklists Reading logs Pre assessment - SF Unit Skills Test 1-6
<p>READING</p> <p>1.3 Vocabulary strategies (R-2)</p>		<p>Students</p> <p>1.3.1 Use strategies to unlock meaning, e.g.</p> <ul style="list-style-type: none"> knowledge of word structure common base words suffixes such as "thick-est," "hope-ful" 	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> Concept maps Semantic impressions Multiple exposure to words 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> Classroom libraries Kidspiration™ Dictionaries 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Scott Foresman

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		<ul style="list-style-type: none"> context clues including illustrations and diagrams prior knowledge (state assessment, grade3) (R-2-2.1) 	<ul style="list-style-type: none"> Word sorts Pre-teaching vocabulary Increasing independent reading (DEAR) Graphic organizers Thesaurus Journals Dictionaries Chunking/segmenting Direct instruction 	<ul style="list-style-type: none"> Thesauruses 1.3.1 Scott Foresman 2.1: 132l, 137c, 149a, 151a, 153c 2.2: 210l, 215c, 235a, 237a, 239c, 255c, 259a, 262l, 267c, 285a, 287a, 289c 2.3: 331e-331f, 338-339, 355a, 363a, 385c, AR3 2.4: 12l, 17c, 17, 37a, 39a, 39, 41c, 42l, 47c, 67a, 69a, 71c, 72l, 77c, 101, 103a, 105c, 135a, AR1, AR3, AR4 2.5: 262l, 267c, 25a, 287a, 289c, 315g, AR6 2.6: 365e-365f, 368-369, 389a, 390l, 36c, 385a, 387a, 389c, 411a, 443, 451a, AR3 	<p>Benchmark Tests as determined by the district</p> <ul style="list-style-type: none"> Response to literary or informational text Narrative Informational (report, procedural) <p>STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> Gates MacGinitie Stanford Diagnostic Reading Test (SDRT) Qualitative Reading Inventory (QRI-3) (reading specialist) Primary Spelling Inventory DRA Running Records (only for students below grade level) <p>SUGGESTED</p> <ul style="list-style-type: none"> Anecdotal records Conferencing Criteria checklists Reading logs Pre assessment - SF Unit Skills Test 1-6 Kidspiration™
<p>READING</p> <p>1.4 Breadth of vocabulary</p>		<p>Students show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...</p> <p>1.4.1 Identifying:</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> Word games 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> Classroom libraries 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED</p>

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(R-3)		<ul style="list-style-type: none"> • synonyms • antonyms • categorizing words (state assessment, grade 4) (R-2-3.1) • homonyms/homophones (D) (R-3-3.1) • e.g. (of categorizing): given T chart with two "categories" of words listed e.g., shapes and sizes), students would identify another word to add to the chart that describes shapes or sizes; or in a multiple choice item, select the best category title for the words listed <p>1.4.2 Selecting appropriate words to use in context, including words specific to the content of the text (R-2-3.2) (e.g. In a short passage about Native American homes, the word longhouse and igloo, and then be asked to show that they know the difference between them)</p> <p>1.4.3 Describing words in terms of:</p> <ul style="list-style-type: none"> • categories (e.g., Lions and tigers are meat eaters.) • functions (e.g., books, magazines, and newspapers and are used for reading.) • features (e.g., A mammal has live babies.) (local) (R-2-3.3) 	<ul style="list-style-type: none"> • Pictionary • Charades • Acrostics • Guess the covered word • Word ladders • Dictionaries • Thesaurus <ul style="list-style-type: none"> • Semantic mapping <ul style="list-style-type: none"> • Direct instruction <ul style="list-style-type: none"> • KidspiratTM 	<ul style="list-style-type: none"> • <i>Word Journeys</i> • <i>Words Their Way</i> • <i>Word Sorts</i> • Dolch word lists • thesauruses • dictionaries • KidspiratTM <p>1.4.1 Scott Foresman 2.1: 11c, 19a, 39c, 52a, 76a, 93c 2.2: 215a–215b, 225c, 267a, 293c 2.3: 419c 2.4: 77a, 101c, 143a, 171c 2.5: 181c, 245a, 295a, 313c 2.6: 323c, 355</p> <p>1.4.2 Scott Foresman 2.1: 12m, 20a, 44m, 52a, 70m, 76a, 93c, 98m, 104a, 132m, 138a 2.2: 160m, 166a, 188m, 196a, 208m, 216a, 230m, 236a, 260m, 268a 2.3: 304m, 311g, 326m, 332a, 356m, 364a, 390m, 396a, 424m, 430a 2.4: 12m, 17a, 18a, 42m, 48a, 72m, 78a, 106m, 112a, 138m, 144a 2.5: 182m, 18a, 210m, 216a, 240m, 246a, 262m, 268a, 290m, 296a 2.6: 324m, 330a, 360m, 366a, 390m, 399a, 414m, 420a, 446m, 452a 1.4.3 2.1: 11c, 19a, 39c, 52a, 76a, 93c 2.2: 215a–215b, 225c, 267a, 293c 2.3: 419c 2.4: 77a, 101c, 143a, 171c 2.5: 181c, 245a, 295a, 313c 2.6: 323c, 355</p>	<p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Qualitative Reading Inventory (QRI-3) (reading specialist) • Primary Spelling Inventory • DRA • Running Records (only for students below grade level) (only for students below grade level) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal record • Conferencing • Criteria checklists • Reading logs • Pre assessment - SF Unit Skills Test 1-6 • SF Selection Tests • KidspiratTM

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<p>READING</p> <p>1.5 Initial understanding of literary text (R-4)</p>		<p>Students <u>demonstrate initial understanding of elements of literary texts</u> by</p> <p>1.5.1 Identifying or describing:</p> <ul style="list-style-type: none"> • <u>character(s)</u> • <u>setting</u> • <u>problem/solution</u> • <u>major events, as appropriate to text (state assessment, grade 3) (R-2-4.1)</u> • or plot (D), as appropriate to text • or identifying any significant changes in character or setting over time (B) (R-4-4.1) <p>1.5.2 Retelling the <u>key elements of a story</u> (R-2-4-2)</p> <p>1.5.3 <u>Sequencing key events in order, as appropriate to text</u> (R-2-4.6)</p> <p>1.5.4 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (D) (R-3-4.2)) using a variety of organizers , e.g.</p> <ul style="list-style-type: none"> • Oral - retelling • written <ul style="list-style-type: none"> • retelling and summarizing • 3 sentence summary with a beginning, middle, and end • visual <ul style="list-style-type: none"> • graphic organizers (such as plot mountain, story map, character 	<p>Teacher may model and/or facilitate use of any and/or all of the following strategies</p> <ul style="list-style-type: none"> • Story maps • Story boards • Reading response journals • Think alouds • Modeling • Direct instruction • Verbal and visual paraphrasing and summarizing strategies • SF Ten Important Sentences • Story map, character maps • Compare/ contrast (Venn Diagrams) 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • Scott Foresman transparencies and graphic organizers • Scott Foresman Ten Important Sentences • Kidspiration™ • wipe off graphic organizers resources • <i>Revise, Revisit, Retell</i> • School librarian • Book closet • Classroom libraries • Junior Great Books 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) <p>STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Qualitative Reading Inventory (QRI-3) (reading specialist) • Primary Spelling Inventory • DRA • Running Records (only for students below grade level) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Conferencing

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		<p>maps, KWL, compare/ contrast (Venn Diagrams)</p> <ul style="list-style-type: none"> visual imagery (visual vocabulary, comic strips) <p>1.5.5 Generating questions before, during, and after reading <u>to enhance recall</u>, e.g., etc. (R-2-4.3)</p> <p>1.5.6 <u>Distinguishing among of a variety of types/genres of literary text</u>, e.g.</p> <ul style="list-style-type: none"> poetry plays realistic fiction fairytale fables tall tales fantasy (R-2-4.4) folktales (B) historical fiction (B) (R-4-4.4) <p>1.5.7 Identifying literary devices as appropriate to genre:</p> <ul style="list-style-type: none"> rhyme <u>dialogue</u> e.g. "When I was young in the mountains..." alliteration (D) description (D) (R-3-4.5) simile (B) (R-4-4.5) 	<ul style="list-style-type: none"> KWL T-Chart - important/interesting information "the most important thing about....." Kidspiration™ School librarian Reading response journals Guided Reading Readers Theater Categorizing Compare/contrast T-chart Read alouds Book talks Direct instruction 	<ul style="list-style-type: none"> Scott Foresman Index "Genre" "Literary Devices" Reading response journal <p>1.5.1 Scott Foresman 2.1: 18–19, 41, 51e–51f, 62–63, 103e–103f, 106–107, 137 2.2: 162–163 2.3: 353, 395e–395f, 417 2.4: 69, 111e–111f, 111, 132–133, 267 2.5: 215e–215f, 215, 230–231 2.6: 397e–397f, 402–403, 475</p>	<ul style="list-style-type: none"> Criteria checklists Reading logs Pre assessment - SF Unit Skills Test 1-6

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<p>READING</p> <p>1.6 Analysis of literary text (R-5)</p>		<p>Students <u>analyze and interpret elements of literary texts, citing evidence where appropriate by...</u></p> <p>1.6.1 Making logical predictions (state assessment, grade 3) (R-2-5.1) e.g. What might happen next?</p> <p>1.6.2 Identifying <u>relevant</u> physical characteristics, personality traits of main characters. (state assessment, grade 3) (R-2-5.2) or interactions, citing thoughts, words, or actions, or providing examples of thoughts, words, or actions that reveal characters personality traits (D) (R-3-5.2)</p> <p>1.6.3 <u>Making basic inferences about problem or solution (state assessment)</u> (R-2-5.3), or conflict (D) e.g. What helped Luke to solve his problem in the story? What was Jane's problem?</p> <p>1.6.4 Identifying who is telling the story (D) (R-3-5.4)</p> <p>1.6.5 Identifying the <u>author's basic message (state assessment, grade 3)</u> (R-2-5.5) or theme (B) (R-4-5.5)</p> <p>1.6.6 Identifying <u>possible motives of main characters</u> (R-2-5.6) and causes or effects (B) (R-4-5.6)</p> <p>1.6.7 <u>Recognizing explicitly stated causes or effects</u> (R-2-5.7)</p>	<p>Teacher may model and/or facilitate use of</p> <ul style="list-style-type: none"> • Direct instruction • Exemplar text, and other supporting/contextual materials • Reading response journals' read alouds • Guided reading • Literature Circles • Reader's Theater • Direct instruction • Graphic organizers for cause and effect 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • <i>Reading with Meaning</i> • <i>Mosaic of Thought</i> • <i>Strategies that Work</i> • <i>7 Keys to Comprehension</i> • Junior Great Books • Folk tale plays <p>1.6.1 Scott Foresman 2.1: 12n, 16-17, 19e-19f, 20a, 26-27, 39-37, 44n, 46-47, 48-49, 52a, 67, 70n, 76a, 98n, 104a, 124-125, 132n, 138a, 151, AR2 2.2: 160n, 164, 166a, 188n, 192-193, 196a, 208n, 212-213, 216a, 220-221, 230n, 234, 236a, 260n, 268a, 292 2.3: 304n, 308-309, 312a, 320, 326n, 332a, 356n, 360-361, 364a, 384, 390n, 394, 396a, 416, 424n, 430a, 442-443 2.4: 12n, 18a, 42n, 48a, 64, 72, 76, 78a, 98-99, 106n, 112a, 138n, 142, 144a, 168 2.5: 182n, 186, 188a, 210n, 214, 216a, 232-233, 240n, 246n, 262n, 268n, 290n, 206a 2.6: 324n, 328, 330a, 350-351, 360n, 366a, 382-383, 390n, 394-395, 398a, 406, 414n, 420a, 438-439, 446n, 450, 452a-452b, 472</p> <p>1.6.2 Scott Foresman 2.1: 51e-51f, 62-63, 137, AR3 2.3: 395e-395f, 417, AR6 2.5: 215e-215f, 230-231, AR3</p>	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Qualitative Reading Inventory (QRI-3) (reading specialist) • Primary Spelling Inventory • DRA • Running Records (only for students below grade level) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Conferencing • criteria checklists • Reading logs • Pre assessment - SF Unit

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				1.6.3 Scott Foresman 2.1: 12g, 18–19, 41 2.2: 69, 111e–111f, 132–133 2.3: 390j, 419c–419d 2.5: 215 2.6: 324g, 397e–397f, 407, 419a, 419g–419h, 445d, 446j	Skills Test 1-6
READING 1.7 Analysis of literary text (R-6)		<p>Students analyze and interpret author's craft, citing evidence where appropriate (R-2.6)by...</p> <p>1.7.1 Demonstrating knowledge of use of literary elements and devices (B) (R-4.6.1)</p> <ul style="list-style-type: none"> • imagery (B) • exaggeration (B) 	<p>Teacher may model and/or facilitate use of any and/or all of the following strategies</p> <ul style="list-style-type: none"> • Journaling • Reflective writing • Oral presentation • Literature Circles • Guided Reading 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • <i>Reading with Meaning</i> • <i>Mosaic of Thought</i> • <i>Strategies that Work</i> • <i>7 Keys to Comprehension</i> • Poetry collection 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Qualitative Reading Inventory (QRI-3) (reading specialist) • Primary Spelling Inventory • DRA • Running Records (only for students below grade level)

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					<p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Conferencing • Criteria checklists • Reading logs • Pre assessment - SF Unit Skills Test 1-6 • SF Owls
<p>READING</p> <p>1.8 Analysis of literary text/citing evidence (R-16)</p>		<p>Generates a personal response <u>to what is read</u> through a variety of means by ...</p> <p>1.8.1 Comparing stories or other texts to</p> <ul style="list-style-type: none"> • related personal experiences • prior knowledge • or to other texts (R-2-16.1), e.g. <ul style="list-style-type: none"> ○ text to self ○ text to text ○ text to world 	<p>Teacher may model and/or facilitate use of any and/or all of the following strategies</p> <ul style="list-style-type: none"> • Retelling • QAR • Think aloud • Graphic organizers • Literature Circles • Guided Reading 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • Scott Foresman • <i>Reading with Meaning</i> • <i>Mosaic of Thought</i> • <i>Strategies that Work</i> • <i>7 Keys to Comprehension</i> 	<p>Assessments/evidence see pages 1-2</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) <p>REQUIRED STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Qualitative Reading Inventory (QRI-3) (reading specialist) • Primary Spelling Inventory • DRA • Running Records (only for

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					<p>students below grade level) SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Conferencing • Criteria checklists • Reading logs • pre assessment - SF Unit Skills Test 1-6 • Oral response • Written response
<p>READING</p> <p>1.9 Initial Understanding of Informational Text (R-7)</p>		<p>Students demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>1.9.1 Obtaining information from text features e.g.</p> <ul style="list-style-type: none"> • simple table of contents • glossary • charts • graphs • diagrams • illustrations (state assessment, grade 3) (R-2-7) • basic transition words (D) • bold or italicized text (b) • headings, graphic organizers (b) (R-3-7.1) • subheadings (B) <p>1.9.2 Using explicitly stated information to answer questions (state assessment, grade 3) (R-2-7.2) e.g., According to this report, what do dolphin eat?</p> <ul style="list-style-type: none"> • from the text to answer questions related to <u>explicitly stated main central ideas or details</u> 	<p>Teacher may model and/or facilitate use of the following strategies for 1.9</p> <ul style="list-style-type: none"> • Direct instruction • Flexible grouping • Cubing • Guided Reading • Graphic organizers • Jigsaw activities • Learning contracts • Modeling • Graphic organizers 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • <i>Strategies That Work</i> • <i>Non-Fiction Matters</i> • Scott Foresman non fiction class libraries • Classroom management magazines • Providence Journal • Classroom libraries • Book closets • Encyclopedias • Video streaming • Content related 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Qualitative Reading Inventory (QRI-3) (reading specialist)

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		<p>(D) (R-3-7.2)</p> <p>1.9.3 <u>Locating and recording information to show understanding, when given and organizational format, e.g. T-chart, Venn diagram</u> (R-2-7.3)</p> <p>1.9.4 Organizing information to show understanding e.g. representing...</p> <ul style="list-style-type: none"> • main/central ideas (D) • or details within text through charting, (D) mapping, contrasting (R-3-7.3), paraphrasing, summarizing (B) (R-4-7.3), or comparing/contrasting (B) (R-5-7.3) e.g. two column note-taking <p>1.9.4 <u>Generating questions before, during, and after reading to enhance recall</u> (R-2-7.4) and <u>understanding</u> (D) (R-3-7.4), e.g. KWL</p> <p>1.9.5 <u>Distinguishing among a variety of text, e.g. references:</u></p> <ul style="list-style-type: none"> o <u>dictionaries</u> o <u>glossaries</u> o <u>reports</u> o <u>children's magazines</u> o <u>content trade books</u> o <u>textbooks</u> o <u>local newspapers</u> o <u>children's/student newspapers</u> (R-2-7.5) o <u>encyclopedias</u> (B) (R-4-7.5) • <u>practical/functional:</u> <ul style="list-style-type: none"> o <u>procedures/instructions</u> o <u>announcements</u> 	<ul style="list-style-type: none"> • Guided Reading 	<p>materials for science and social studies</p> <ul style="list-style-type: none"> • Providence Journal • classroom magazines • laptop lab • news subscriptions (e.g. Weekly Reader, Time for Kids, etc.) • Internet <p>1.9.1 Scott Foresman 2.1: 12j, 69, 70g, 91, 97, 128, 131 2.2: 180-181, 184, 187, 188h, 205, 207, 229, 260h, 297 2.3: 203c, 304j 355, 398-399, 423, 424g, 424h, 453c 2.4: 41, 42m, 72g, 105, 137 2.5: 182j, 205, 209, 239, 262h, 265e-265f, 278-279, 298-299 2.6: 214j, 52-353, 357, 359, 362-363, 410, 413, 445, 477</p> <p>1.9.2 Scott Foresman 2.1: 76-92, 98-103 2.2: 168-182, 196-203, 208-215, 198-199, 236-255, 242-243, 260-267 2.4: 12-17, 42-47 2.5: 188-205, 248-249, 255, 268-285, 270-271, 287, 296-313, 315 2.6: 360-365, 414-419, 446-451</p> <ul style="list-style-type: none"> • Providence Journal Teacher's Guide • Technology instructor 	<ul style="list-style-type: none"> • Primary Spelling Inventory • DRA • Running Records (only for students below grade level) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Conferencing • Criteria checklists • Reading logs • Oral response • Pre assessment - SF Unit Skills Test 1-6 • Written response

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		<ul style="list-style-type: none"> o <u>invitations</u> (R-2-7.5) 			
<p><u>READING</u></p> <p>1.10 Analysis and interpretation of informational texts/citing evidence (R-8)</p>		<p>Students analyze and interpret informational text, citing evidence as appropriate by...</p> <p>1.10.1 <u>Connecting information within a text (state assessment, grade 3)</u> (R-2-8.1)</p> <ul style="list-style-type: none"> e.g. Combining or comparing facts and details presented - What food is eaten by both kinds of fish? <p>1.10.2 <u>Recognizing generalizations about text (e.g. identifying appropriate titles or main/central ideas (State assessment, grade 3) (R-2-8.2)</u></p> <ul style="list-style-type: none"> assertions (D) controlling ideas (B) (R-3-8.2) <p>1.10.3 Making basic inferences, drawing basic conclusions(<u>state assessment, grade 3</u>) (R-2-8.3) or forming judgments/opinions about central ideas that are relevant (D) (R-3-8.3) including author's purpose (e.g. inform, explain, entertain) or message (B) (R-4-8.3)</p> <p>1.10.4 <u>Identifying facts presented in text (R-2-8.4) distinguishing fact from opinion (D)</u> (R-3-8.4)</p> <p>1.10.5 <u>Making inferences about causes or effects when signal words are present (state assessment, grade 3)</u> (R2-8.5) e.g. "The sun came out. The puddle dried up." What made the puddle dry up?</p>	<p>Teacher may model and/or facilitate use of the following strategies</p> <ul style="list-style-type: none"> Direct instruction Guided reading Literature Circles Graphic organizers Think alouds Read alouds 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> Classroom libraries <i>Strategies That Work</i> <i>Non Fiction Matters</i> book closets classroom news subscriptions <p>1.10.1 Scott Foresman 2.2: 196-203, 198-199, 236-255, 242-243, 260-267 2.4: 12-17, 42-47 2.5: 268-285, 270-271 2.6: 446-451</p> <p>1.10.2 Scott Foresman 2.2: 196-203, 198-199, 236-255, 242-243, 260-267 2.4: 12-17, 42-47 2.5: 268-285, 270-271 2.6: 446-451</p> <p>1.10.3 Scott Foresman 2.2: 196-203, 198-199, 236-255, 242-243, 260-267 2.4: 12-17, 42-47 2.5: 268-285, 270-271 2.6: 424-425, 446-451</p> <p>1.10.5 Scott Foresman 2.2: 196-197, 198-199, 244-245, 382-383 2.4: 16, 135, 173 2.5: 268-285, 270-271, 295 2.6: 414-415, 451</p>	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> Gates MacGinitie Stanford Diagnostic Reading Test (SDRT) Qualitative Reading Inventory (QRI-3) (reading specialist) Primary Spelling Inventory DRA Running Records (only for students below grade level) <p>SUGGESTED</p> <ul style="list-style-type: none"> Anecdotal record Conferencing Criteria checklists Reading logs Pre assessment - SF Unit Skills Test 1-6 SF Owl questions

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<p><u>READING</u></p> <p>1.11 Strategies for Monitoring and Adjusting (R-12) and Reading Comprehension (R-12)</p>		<p>Students demonstrate the ability to monitor comprehension for different types of text and <u>purposes</u> by</p> <p>1.11.1 Using a range of self-monitoring and self-correction approaches, e.g.</p> <ul style="list-style-type: none"> • <u>predicting upcoming text</u> • <u>monitoring</u> • <u>adjusting rate</u> • <u>confirming through the use of print, syntax/language structure, semantics/meaning, or other context cues</u> • <u>other context cues (e.g. pictures)</u> (R-2-12.1) 	<p>Teacher may model and/or facilitate use of the following strategies for 1.11</p> <ul style="list-style-type: none"> • "fix-up strategies": using prior Knowledge • sampling a page for readability • summarizing • predicting and making text based inferences • determining importance • generating literal, clarifying, and inferential questions • constructing sensory images (making pictures in one's mind) • making connections (text to self, text to text, and text to world) • taking notes • locating, using and analyzing text features and elements to support inferences and generalizations about information (e.g. vocabulary, text structure, evidence, formal use of language, arguments used) • using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, logical/sequential) (R-10-13) • self-monitoring, self correcting, and skimming/scanning • metacognition strategies for understanding text see addendum • Guided reading • Literature Circles 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • Scott Foresman • Junior Great Books • <i>Reading for Meaning</i> • Post-its for monitoring text comprehension 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Qualitative Reading Inventory (QRI-3) (reading specialist) • DRA • Running Records (only for students below grade level) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal record • Conferencing • Criteria checklists • Reading logs • Pre assessment - SF Unit

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			<ul style="list-style-type: none"> • Direct instruction • Modeling • Think alouds 		Skills Test 1-6 <ul style="list-style-type: none"> • Reading response journal
<p>READING</p> <p>1.12 Strategies for Reading Comprehension (R-13)</p>		<p>Students</p> <p>1.12.1 Uses comprehension strategies before, during, and after (D) reading literary and informational text by</p> <ul style="list-style-type: none"> • using prior knowledge • sampling a page for readability • predicting and making text based inferences • <u>determining importance</u> • generating <u>literal</u> and clarifying questions • constructing sensory images (making pictures in one's mind) • making connections (text to self, text to text, and text to world) • <u>locating, using and analyzing text features</u> (e.g. , parts of the book, (R-2-13) transition words, subheadings, bold/italicized print (D) (R-3-13) • summarizing (B) (R-4-13) • using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, logical/sequential) (B) (R-4-13) 	<p>Teacher may model and/or facilitate use of the following strategies for 1.12</p> <ul style="list-style-type: none"> • Self-selection of reading materials • Lexile™ supported text • Metacognition strategies for understanding text see addendum • Think alouds • Graphic organizers 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • <i>Strategies That Work</i>, pp.82-92 • <i>7 Keys to Reading Comprehension</i> • <i>Reading for Meaning</i> • Classroom libraries • Scott Foresman 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) <p>REQUIRED STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Qualitative Reading Inventory (QRI-3) (reading specialist) • Primary Spelling Inventory • DRA • Running Records (only for students below grade level) <p>SUGGESTED</p>

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					<ul style="list-style-type: none"> • Anecdotal records • Conferencing • Criteria checklists • Reading logs • Reading response journal • Pre assessment - SF Unit Skills Test 1-6 • Response to text (oral and written)
<p>READING</p> <p>1.13 Breadth of Reading widely (R-14)</p>		<p>Students demonstrate the habit of reading widely by...</p> <p>1.13.1 Reading with frequency including</p> <ul style="list-style-type: none"> • in school (D) • out of school (D) • and summer reading (D) (R-3-9-1) <p>1.13.2 Reading from a wide range of genres/kinds of text, and a variety of authors text (D) (R-3-9.2)</p> <p>1.13.3 Reading multiple texts, for depth of understanding author or genre (D) (R-3-9.3)</p>	<p>Teacher may model and/or facilitate use of the following strategies for 1.13</p> <ul style="list-style-type: none"> • Self-selection of reading materials • Lexile™ supported text • Author's study research projects • Graphic organizers • Read alouds 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • <i>Reading Essentials</i>, chp. 6 • <i>Guiding Readers and Writers</i>, chp. 14 • Classroom libraries • Scott Foresman • School library 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) <p>REQUIRED STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Qualitative Reading Inventory (QRI-3)

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STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLEs)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
					<p>(reading specialist)</p> <ul style="list-style-type: none"> Primary Spelling Inventory DRA Running Records (only for students below grade level) <p>SUGGESTED</p> <ul style="list-style-type: none"> Anecdotal records Conferencing Criteria checklists Reading logs Pre assessment - SF Unit Skills Test 1-6 Response journal
<p><u>READING</u></p> <p>1.14 Breadth of Reading extensively (R-17)</p>		<p>THE FOLLOWING READING STANDARDS ARE GRADE 3 AND ABOVE</p> <p>Students demonstrate participation in a literate community by</p> <p>1.14.1 Self selecting reading materials aligned with reading ability and personal interests (D) (R-3-17.1)</p> <p>1.14.2 Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (D) (R3-17.2)</p>	<p>Instructional strategies see pages 24-26</p> <ul style="list-style-type: none"> Literature Circles Literature discussions Inquiry-based discussion Modeling Guided Reading 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> Classroom libraries Scott Foresman School library and librarian Junior Great Books Book closet KITES literature 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Scott Foresman Benchmark Tests as determined by the district Response to literary or informational text Narrative Informational (report, procedural) <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> Gates MacGinitie

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				(Foss)	<ul style="list-style-type: none"> Stanford Diagnostic Reading Test (SDRT) Qualitative Reading Inventory (QRI-3) (reading specialist) Primary Spelling Inventory DRA Running Records (only for students below grade level) <p>SUGGESTED</p> <ul style="list-style-type: none"> Anecdotal records Conferencing criteria checklists Oral responses with anecdotal record Reading logs Pre assessment - SF Unit Skills Test 1-6 Response journal
<p>READING</p> <p>1.15 Breadth of reading: Reading for Research Across Content Areas (R-15)</p>		<p>Students read multiple sources of research (including print and non-print) to report information (R-3-15)</p> <p>1.15.1 Using sources provided (D) (R-3-15.1)</p> <p>1.15.2 Evaluating information presented in terms of relevance (D) (R-3-15.2)</p> <p>1.15.3 Gathering, and using a given structure to organize it (D) (R-3-15.3) , e.g. chart, diagram)</p> <p>1.15.4 Using evidence to support conclusions (D) (R-3-15-4)</p>	<p>Teacher may model and/or facilitate use of the following strategies</p> <ul style="list-style-type: none"> Identification and selection of text appropriate to research topic/area of interest Library, electronic media and/or databases Graphic organizer or source information sheets 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> Classroom libraries Scott Foresman School library lap top computers Internet Classroom news subscriptions 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Scott Foresman Benchmark Tests as determined by the district Response to literary or informational text Narrative Informational (report, procedural) <p>STANDARDIZED/</p>

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			<ul style="list-style-type: none"> Note taking 		<p>FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> Gates MacGinitie Stanford Diagnostic Reading Test (SDRT) Qualitative Reading Inventory (QRI-3) (reading specialist) Primary Spelling Inventory DRA Running Records (only for students below grade level) <p>SUGGESTED</p> <ul style="list-style-type: none"> Anecdotal records Conferencing Criteria checklists reading logs Pre assessment - SF Unit Skills Test 1-6

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STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLEs)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p><u>WRITING</u></p> <p>GLE WRITTEN COMMUNICATION CLUSTERS</p> <ul style="list-style-type: none"> Habits of Writing Structures of Language Reading-Writing Connection Expressive Writing (narratives, poetry, reflective) Information Writing (reports, procedures) Writing 		<p><u>NECAP GRADE LEVEL EXPECTATIONS</u></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by (state assessment, grade...).</p> <p>Each GLE includes three parts:</p> <ul style="list-style-type: none"> A statement in bold, called the "stem" is at the beginning of each GLE. Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades. The unbolded text within a GLE indicates how the GLE is specified at a given grade level. There are often several indicators for each GLE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment Differences between adjacent grades are underlined. Sometimes nothing is underlined within a GLE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GLEs. Each GLE is coded for the content area, the grade level, the GLE "stem" number, 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> problem solving communication tools information tools self-management tools working with others <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Models think alouds</p>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> Scott Foresman Grade 2 <p><u>Consumables</u></p> <ul style="list-style-type: none"> Scott Foresman Spelling Scott Foresman Teacher Resource book <p><u>Core Books</u></p> <ul style="list-style-type: none"> Classroom libraries <p><u>Supplementary books</u></p> <ul style="list-style-type: none"> 6+1 Traits of Writing™ The Art of Writing, Lucy Calkins Writing Essentials, Regie Routman Guiding Readers and Writers, gr. 3-8, Fountas and Pinnell Infusing Critical Thinking Skills in the Content Area (graphic organizers) Strategies that Work, Harvey, Goudais Strategies that Work, Harvey Non Fiction Matters, Harvey Make It Real, Hoyt Picture Books, Culham Mini Lessons, Fletcher Words Their Way, Johnston, Inverniza, Bear Seeing with New Eyes Creating Writers, Spandell 	<p><u>REQUIRED</u></p> <p>COMMON LOCAL ASSESSMENTS as determined by the district</p> <ul style="list-style-type: none"> Scott Foresman Benchmark Tests district writing prompts and benchmark papers Response to literary or informational text Narrative Informational (report, procedural) <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Interviews</p> <p>Free writes, quick writes</p> <p>Graphic organizers and/or visual imagery</p> <p>Journals</p> <p>Literature Circles</p> <p>Math problem solving</p> <p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> role playing, short plays (bodily kinesthetic) graphic organizing, sketch journals/ cartooning (visual) collaboration/ conferencing (interpersonal) songs, lyrics (musical) <p>Oral presentations</p> <p>Performance/problem-based tasks</p> <p>Readers'/Writers' Notebook (e.g. science, social studies)</p>

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conventions		<p>and specific indicator for that GLE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade 5), 6 (6th GLE stem), 2 (the second specific indicator for the 6th GLE stem).</p> <p>If an outcome does not have a GLE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p>Outcomes and Benchmarks are indicated for all WRITING GLEs/standards and are secured for this grade level unless indicated with a B for beginning or a D for developing.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), STANDARDIZED/FORMALIZED tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics</p> <p>Collaborates with specialists to differentiate instruction for ALL students</p> <p><u>WRITING STRATEGIES</u></p> <p>Employs writing process</p> <ul style="list-style-type: none"> • prewriting • drafting • revising • editing • publishing <p>Employs 6+1 Traits of Writing™</p> <ul style="list-style-type: none"> • organization • idea • voice • sentence fluency • convention • word choice • presentation <p>Facilitates Literature Circles</p> <p>Facilitates the development of word walls</p> <p>Models a variety of graphic organizing strategies (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.</p>	<ul style="list-style-type: none"> • <i>Using Picture Books to Teach Writing</i> • <i>Books, Lessons, Ideas for Teaching the Six Traits, Spandell</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • MirriamWebster.com • Computers, internet access, word processing • computers • Alpha Smarts • books on tape • SFreading.com • Kidspiration™ • Video streaming • SF Building Background CDs • Lexile.Com • listening centers • CD Rom • Visual Aids (e.g. overhead, LCD, Elmo, etc.) <p><u>Materials</u></p> <ul style="list-style-type: none"> • SF Terra Nova Test Prep • word wall chart • clear expectations posters • Scott Foresman transparencies and graphic organizers • Kites Science Quick Writes <p><u>District developed resource</u></p> <ul style="list-style-type: none"> • Scott Foresman, Depth of Knowledge/Multi intelligence matrix (DOK/MI Matrix) • 6-Trait District Writing Notebook • R-Drive 	<p>Rubrics</p> <ul style="list-style-type: none"> • Response to literary or informational text • Narrative • Informational (report, procedural) <p>Tests and quizzes</p> <p>Writing log</p>

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				<ul style="list-style-type: none"> • rubrics and criteria charts • SF song and rhymes phonics charts • professional videos • <u>School library resources</u> • school-wide magazines, newsletters, Editorial Board • <u>Community</u> • Extended Day Enrichment • Storyteller • PTO • guest readers/writers • field trips • Town Meeting • Service Learning 	
<p><u>WRITING</u></p> <p>2.1. Habits of Writing: Writing Process, Writing Extensively (W-10, W-11)</p>		<p>Students</p> <p>2.1.1 Understand and demonstrate use of writing process:</p> <ul style="list-style-type: none"> • prewriting: <ul style="list-style-type: none"> ○ establish purpose ○ generate ideas ○ organize ideas • drafting: <ul style="list-style-type: none"> ○ produce a written draft for a specific audience • revising content: <ul style="list-style-type: none"> ○ reflect, add, delete, define content by self, teacher and peer • editing conventions and mechanics: <ul style="list-style-type: none"> ○ check for correctness with self, teacher, and peer 	<p>Teacher may model and/or facilitate use of the following strategies</p> <ul style="list-style-type: none"> • Models writing process • Think aloud • Graphic organizing strategies • Conferencing: teacher, peer • Direct instruction • Rubrics • Examples of literature 	<p>Resources see pages 24-26</p> <ul style="list-style-type: none"> • <i>Write Traits™ Student Traits</i>, • Scott Foresman Teacher Manual, index, writing process, units 1-6 • Criteria checklists and rubrics • School based 	<p>Instructional strategies see pages 24-26</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • district writing prompts and benchmark papers • Response to literary or informational text • Narrative • Informational (report, procedural) <p><u>SUGGESTED</u></p>

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STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLEs)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		response, free write, quick writes, scientific observations, learning logs, Readers'/Writers' Notebook, letters, and personal notes	<ul style="list-style-type: none"> • Collaboration with specialists • Quick writes - science • Exemplars 	<ul style="list-style-type: none"> • <i>Guiding Readers and Writers</i>, chapters 5, 24-26; sections 2 and 6 	
<p><u>WRITING</u></p> <p>2.2. Structures of Language - Applying understanding of sentences, paragraphs, text structures (W-1)</p>		<p>Students demonstrates command of the structures of sentences, paragraphs, and text structures by</p> <p>2.2.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p> <p>2.2.2 Writing short sentences (W-2-1.1), and begins to write in a variety of sentences (e.g. declarative, exclamatory, and interrogative) (D) (W-3-1.1)</p> <p>2.2.3 Distinguishing between letters, words, sentences, and paragraphs (W-2-1.5)</p> <p>2.2.4 Recognizing complete sentences (e.g. simple and compound) (D) (W-3-1.1.)</p> <p>2.2.5 Applying directionality as appropriate to text e.g.</p> <ul style="list-style-type: none"> • left to right • top to bottom • front to back (W-2-1.6) <p>recognizing indentations for new paragraphs (D) (W-3-1.6)</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Writing process • Direct instruction • Writer's workshop • SF writing transparencies • Exemplars • Peer editing • Teacher student conferencing • Exemplars from student work • Criteria checklists and rubrics • Exemplars from established text 	<p>Resources see pages 24-26</p> <ul style="list-style-type: none"> • <i>Write Traits™</i> • Scott Foresman. <i>Writing Process</i> • KWL • Column Chart, unit 2, p 206 • T chart, unit 6, p. 138 • <i>Write Traits™</i> • <i>Kidspiration™</i> • Scott Foresman, <i>Teacher Manual, graphic organizers</i> e.g. • steps in a process, unit 2, p. 165 • <i>Time Line</i>, unit 2, p. 224; unit 5, p. 244; unit 2, p. 191 	<p>Assessment/evidence see pages 24-26</p> <p><u>REQUIRED COMMON LOCAL ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • district writing prompts and benchmark papers • Response to literary or informational text • Narrative • Informational (report, procedural) <p><u>SUGGESTED</u></p>

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<p><u>WRITING</u></p> <p>2.3 Writing in Response to Literary or Informational Text - Showing Understanding of Ideas in Text (W-2)</p>		<p>Students</p> <p>2.3.1 Use the writing process (prewriting, drafting, revising, editing, and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.3.2 Show an understanding of plot/ideas/concepts in literary or informational texts by</p> <ul style="list-style-type: none"> • selecting appropriate information to set context/background (e.g. of providing context: author, title, brief summary) (D) (W-3-2.1) • connecting what has been read (plot/ideas/concepts) to: <ul style="list-style-type: none"> ○ prior knowledge ○ other texts, by referring to relevant ideas (D) (W-3-2.3) 	<p>Teacher may model and/or facilitate use of the following strategies</p> <ul style="list-style-type: none"> • Writing process • Direct instruction • Writer's workshop • SF writing transparencies • Peer editing • Graphic organizERS • Teacher student conferencing • Exemplars from student work • Criteria checklists and rubrics • Exemplars from established text 	<p>Resources see pages 24-26</p> <ul style="list-style-type: none"> • Scott Foresman Writing Process • <i>Strategies That Work</i> • Response logs, units 1-6 • Scott Foresman, Teacher Manual, Responding to Literature • <i>Guiding Readers and Writers, Fountas and Pinell</i> 	<p>Assessments/evidence see pages 24-26</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • district writing prompts and benchmark papers • Response to literary or informational text • Narrative • Informational (report, procedural) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Note taking
<p><u>RITING</u></p> <p>2.4 Writing in Response to Literary or Informational Text - Making Analytical Judgments</p>		<p>Students make and support analytical judgments about literacy or informational text by (W- 3-3)</p> <p>2.4.1 Use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.4.2 <u>Stating a focus (purpose), when responding to a given question</u> (W-2-3.1), e.g.</p> <ul style="list-style-type: none"> ○ RARE - Restate, answer, reason, 	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Direct instruction • Prewriting • Drafting • Modeling 	<p>Resources see pages 24-26</p> <ul style="list-style-type: none"> • 2.4.1 picture books • <i>Books, Lessons, Ideas for Teaching the Six Traits, Spadel</i> 	<p>Assessments/evidence see pages 24-26</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • District writing prompts and benchmark papers

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about Text (W-3)		<p>example</p> <ul style="list-style-type: none"> o QAR - Question, answer, relationships <p>2.4.3 <u>Using details or references to text to support a given focus (may include prior knowledge)</u> (W-2-3.3)</p> <p>2.4.4 Organizing ideas, using</p> <ul style="list-style-type: none"> • a beginning, middle, and concluding statement/sentence given a structure, e.g. template, frame, graphic organizer (W-3-3.4) • basic transition (first, next, then finally) and having a concluding statement) (D) (W-3-3.4) words/phrases and writing a conclusion that provides closure (B) (W-4-3.4) <p>2.4.5 Using specific details and references to text to support focus (D) (W-3-3.3) or judgment (B) (W-4-3.3)</p>	<ul style="list-style-type: none"> • Questioning • Peer conferencing/review • Chalk talk • Journaling • Think pair and share • Reflecting • Graphic organizers • Criteria checklist and rubrics 	<ul style="list-style-type: none"> • Write Traits™ • <i>Strategies That Work</i>, pp 82-92 Response Logs, units 1-6 • Kidspiration™ • SF Tera Nova practice test 	<ul style="list-style-type: none"> • Response to literary or informational text • Narrative • Informational (report, procedural) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Note taking • Writing log
<p><u>WRITING</u></p> <p>2.5 Narrative Writing - Creating a Story Line (W-4)</p>		<p>Students Organize and relate (writes/tells) a story line/plot/series of events by</p> <p>2.5.1 Use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.5.2 Recognizes elements of narrative genre (character, problem/solution or personal experience)</p> <p>2.5.4 Creating a clear understandable storyline with</p>	<p>Teacher may model and/or facilitate use of the following strategies</p> <ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Story maps • Charts 	<p>Resources see pages 24-26</p> <ul style="list-style-type: none"> • Scott Foresman Writing Process, units 1-6 	<p>Assessments/evidence see pages 24-26</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • District writing prompts and benchmark papers • Response to literary or

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		<ul style="list-style-type: none"> a beginning, middle, end when given a structure (W-2-4.1) <p>2.5.5 Establishing a problem and solution (B) (W-4-4.2)</p>	<ul style="list-style-type: none"> criteria checklists and rubrics 		<p>informational text</p> <ul style="list-style-type: none"> Narrative Informational (report, procedural) <p>SUGGESTED</p> <ul style="list-style-type: none"> Genre assessment - narrative Writing workshop - student work
<p>WRITING</p> <p>2.6 Narrative Writing - Applying Narrative Strategies (W-5)</p>		<p>Students demonstrate use of narrative strategies by (W-5-5)</p> <p>2.6.1 Writing about observations and experiences (W-2-5.5)</p> <p>2.6.2 Using descriptive words (W-2-5.1) and details (D) (W-3-5.1)</p> <p>2.6.3 Identifying character(s) (W-2-5.3)</p>	<p>Teacher may model and/or facilitate use of the following strategies</p> <ul style="list-style-type: none"> Direct instruction Modeling Think alouds Graphic organizers Criteria checklists Rubrics Examples of literature (e.g. picture books, poems, newsletters, trade books, etc.) that model narrative writing Models of student writing 	<p>Resources see pages 24-26</p> <ul style="list-style-type: none"> <i>6+1 Traits of Writing</i> <i>Using Picture Books to Teach Writing</i> <i>Books, Lessons, Ideas for Teaching Six Traits</i> <i>Creating Writers</i> Classroom libraries 	<p>Assessments/evidence see pages 24-26</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Scott Foresman Benchmark Tests as determined by the district District writing prompts and benchmark papers Response to literary or informational text Narrative Informational (report, procedural) <p>SUGGESTED</p> <ul style="list-style-type: none"> Genre assessment - narrative Writing workshop - student work

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STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLEs)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
			<ul style="list-style-type: none"> Language experience Think-pair-share 	<ul style="list-style-type: none"> Kidspiration™ Visual aids Graphic organizers Scott Foresman 	
<p>WRITING</p> <p>2.7 Information al Writing (Reports, Procedures, or Persuasive Writing) - Organizing and Conveying Information (W-6)</p>		<p>In informational writing, students organize ideas/concepts and</p> <p>2.7.1 Use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p> <p>2.7.2 <u>Using a given organizational structure for grouping ideas (e.g. template, frame, graphic organizer), with instructional support</u> (W-2-61)</p> <p>2.7.3 <u>Listing steps of a procedure in a logical order</u> (W-2-6.5)</p> <p>2.7.4 <u>Providing a list of materials to be used in a task, if appropriate.</u> (W-2-6.6)</p> <p>2.7.5 Grouping ideas with a beginning, middle, and end (D) (W-3-6.1)</p> <p>2.7.6 Using basic transition words when appropriate (e.g. first, then next, finally) (B) (W-4-6.3)</p> <p>2.7.7 Providing a concluding statement (D) (W-3-6.4)</p> <p>2.7.8 Using numbering or words to arrange the steps in a logical manner (e.g. first, next) (D) (W-3-6.5)</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> Direct instruction Graphic organizers for content development, e.g. Venn diagrams, compare/contrast, KWL Rubrics, criteria checklists Exemplar papers Classroom libraries Think- pair, share 	<p>Resources see pages 24-26</p> <ul style="list-style-type: none"> Scott Foresman, 3.3, p. 327d, 3.3 pp 267c-267d Write Traits™ Computer resource files District benchmark papers <i>Strategies That Work</i> <i>Non Fiction matters</i> <i>Guiding Readers and Writers</i> Visual Aids 	<p>Assessments see pages 24-26</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Scott Foresman Benchmark Tests as determined by the district district writing prompts and benchmark papers Response to literary or informational text Narrative Informational (report, procedural) <p>SUGGESTED</p> <ul style="list-style-type: none"> genre assessment - procedural and report SF (unit 1-6 test - writing) Writing workshop - student work

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		<p>2.7.9 <u>Providing a list of materials to be used, if appropriate</u> (W-2-6.6)</p> <p>2.7.10 Synthesizing information and create a report/essay which (district developed)</p> <ul style="list-style-type: none"> • contains main idea • presents information in an organized way • contains interesting, clear and varied sentences • uses facts to support ideas • uses appropriate voice • provides a conclusion • (e.g. biography, science) <p>2.7.11 Writing a report that gives steps on how to make or do something by (district developed)</p> <ul style="list-style-type: none"> • providing an introduction (lead) • communicating the steps in a logical manner • advancing the reader's understanding by explaining the conditions for use and the materials needed • including, if appropriate, illustrations or diagrams to help the reader visualize the process and understand it more fully • providing a conclusion 		<ul style="list-style-type: none"> • Classroom libraries • Book closets • Kidspiration™ • Internet 	
<p><u>WRITING</u></p> <p>2.8 Informational writing (W-8)</p>		<p>In informational writing, students effectively convey purpose by....</p> <p>2.8.1 <u>Establishing a topic</u> (W-2-7.1)</p> <p>2.8.2 <u>Restating a given focus/controlling idea on a topic</u> (purpose) (W-2-7.2)</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Direct instruction • Graphic organizers for 	<p>Resources see pages 24-26</p> <ul style="list-style-type: none"> • Scott Foresman, 3.3, p. 327d, 3.3 pp 267c-267d 	<p>Assessments see pages 24-26</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as

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			<p>content development, e.g. Venn diagrams, compare/contrast, KWL</p> <ul style="list-style-type: none"> • Rubrics, criteria checklists • Exemplar papers • Classroom libraries • Think, pair, share 	<ul style="list-style-type: none"> • Write Traits™ • Computer resource files • District benchmark papers • <i>Strategies That Work</i> • <i>Non Fiction matters</i> • <i>Guiding Readers and Writers</i> • Visual Aids • Classroom libraries • Book closets • Kidspiration™ • Internet 	<p>determined by the district</p> <ul style="list-style-type: none"> • district writing prompts and benchmark papers • Response to literary or informational text • Narrative • Informational (report, procedural) <p><u>SUGGESTED</u></p> <ul style="list-style-type: none"> • genre assessment - procedural and report • SF (unit 1-6 test - writing) • Writing workshop - student work

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<p><u>WRITING</u></p> <p>2.9 Informational Writing (Reports, Procedures, or Persuasive Writing) - Using Elaboration Strategies (W-8)</p>		<p>In informational writing students demonstrate use of a range of elaboration strategies by</p> <p>2.9.1 <u>Including</u> details/information relevant to topic and/or given focus (W-2-8.1)</p> <p>2.9.2 <u>Using pictures to illustrate ideas</u> (W-2-8.3)</p> <p>2.9.3 Analyze and synthesize pre selected facts and writes a report that</p> <ul style="list-style-type: none"> • uses the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>. • includes details for appropriate depth of information (D) (W-3-8.3): <ul style="list-style-type: none"> • naming • describing • explaining • comparing • use of visual images 	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Direct instruction • Graphic organizers for content development, e.g. Venn diagrams, compare/contrast, KWL • Rubrics, criteria checklists • Exemplar papers • Classroom libraries • Think-pair-share 	<p>Resources see pages 24-26</p> <ul style="list-style-type: none"> • Scott Foresman, 3.3, p. 327d, 3.3 pp 267c-267d • Write Traits™ • Computer resource files • District benchmark papers • Graphic organizers 	<p>Assessment evidence see pages 24-26</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • district writing prompts and benchmark papers • Response to literary or informational text • Narrative • Informational (report, procedural) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Genre assessment • Writing workshop - student work
<p><u>WRITING</u></p> <p>2.10 Applying rules of Grammar and Usage, and (W-9)</p>		<p>In independent writing, students demonstrate command of appropriate English conventions by..</p> <p>2.10.1 <u>Using capital letters for the beginning of sentences and names</u> (W-2-9.2)</p> <ul style="list-style-type: none"> • abbreviations • addresses <p>2.10.2 <u>Using correct end punctuation in simple sentences (e.g. period)</u> (W-2-9.4)</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Direct instruction • Editing checklists • Editing practice • Visual aids 	<p>Resources see pages 24-26</p> <ul style="list-style-type: none"> • Quick Words • SF Grammar Handbook • SF Spelling • Words Their 	<p>Assessment evidence see pages 24-26</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • district writing prompts and benchmark papers

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		<ul style="list-style-type: none"> • question mark • comma in dates and in a series • exclamation point (D) <p>2.10.3 <u>Correctly spelling grade-appropriate, high-frequency words</u> (W-2-9.5)</p> <p>2.10.4 Correctly spelling most words with regularly spelled patterns (e.g. consonant-vowel patterns (e.g. consonant-vowel consonant, CVC with silent e, one syllable words with blends) (W-2-9.7)</p> <p>2.10.5 <u>Giving a readable and accurate phonetic spelling for words that have not been taught</u> (W-2-9.8)</p> <p>2.10.6 <u>Representing each sound heard in a word with a feature of print</u> (W-2-9.9)</p>	<ul style="list-style-type: none"> • Dolch lists • Dictionaries • Word walls • Peer editing • Exemplar texts and a range of student work • Document-based questions • Mini lesson (e.g. warm-ups) • Exemplars from existing student work • Identification of patterns of error • Facilitates the development of High Frequency Words • Word study groups • Writer's workshop • Structural analysis • Flexible grouping • Mini lessons 	<p><i>Way Sorts</i></p> <ul style="list-style-type: none"> • <i>Word Journeys</i> • <i>Word Matters</i> • <i>Word study lessons 3, Fountas and Pinnell</i> • <i>All Sorts of Sorts, Sharon Brown</i> • <i>Month By Month Phonics, Cunningham</i> • <i>Making Words, Cunningham</i> • <i>Daily Language Review</i> • Dictionaries • Editing checklists • Visual aids • Dolch lists 	<ul style="list-style-type: none"> • Response to literary or informational text • Narrative • Informational (report, procedural) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Primary Spelling Inventory • Student daily work samples • Writing from dictation (sentences) • Weekly spelling tests

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<p><u>ORAL COMMUNICATION</u></p> <p>Speaking and Listening (New Standards)</p>		<p>There are no grade 2 GLEs for oral communication. <i>New Standards Speaking and Listening</i> standards were used for outcomes and benchmarks.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), STANDARDIZED/FORMALIZED tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> • problem solving • communication tools • information tools • self-management tools • working with others <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence' • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jig sawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p>	<ul style="list-style-type: none"> • Word walls <p><u>Textbook</u></p> <ul style="list-style-type: none"> • <i>Scott Foresman Grade 2</i> <p><u>Core Books</u></p> <ul style="list-style-type: none"> • Classroom libraries <p><u>Supplementary books</u></p> <ul style="list-style-type: none"> • <i>New Standards Speaking and Listening</i> • <i>6+1 Traits of Writing™</i> • <i>The Art of Writing</i>, Lucy Calkins • Writing Essentials, Regie Routman • <i>Guiding Readers and Writers</i>, gr. 3-8, Fountas and Pinnell • <i>Infusing Critical Thinking Skills in the Content Area</i> (graphic organizers) • <i>Strategies that Work</i>, Harvey, Goudais • <i>Strategies that Work, Non Fiction Matters</i>. • Harvey • <i>Empowering Writers</i> Mariconda, Auray • SF Assessment Handbook <p><u>Technology</u></p> <ul style="list-style-type: none"> • MerriamWebster.com • computers, internet access, word processing • computers • Alpha Smarts 	<p>Anecdotal records</p> <p>Book Talks</p> <p>Class meetings</p> <p>Criteria checklist</p> <p>Criteria charts</p> <p>Interviews</p> <p>Literature Circles</p> <p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> • role playing, short plays • (bodily kinesthetic) • graphic organizing, sketch journals/ cartooning (visual) • collaboration/ conferencing (interpersonal) • songs, lyrics (musical) <p>Oral presentations</p> <p>Reader's Theater</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Accountable Talk

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			<p>Addresses multiple intelligences and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics</p> <p>Collaborates with specialists to differentiate instruction for ALL students</p> <p>Facilitates Literature Circles</p> <p>Facilitates Reader's Theater</p> <p>Facilitates the development of word walls</p> <p>Models a variety of graphic organizing strategies (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.</p>	<ul style="list-style-type: none"> • Books on tape • SFreading.com • Inspiration • Video streaming • SF Building background CDs • Lextile. Com • Proquest.com • listening centers • CD Rom • New Standards CDs • SF Prior Knowledge and Audio CD <p><u>Materials</u></p> <ul style="list-style-type: none"> • word wall chart • clear expectations posters • criteria charts • FOSS kits, <p><u>District developed resource</u></p> <ul style="list-style-type: none"> • District DI course materials <p><u>School library resources</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> • Extended Day • Enrichment • Storyteller • PTO facilitated events • field trips 	<ul style="list-style-type: none"> • Oral presentation • Student celebrations • Student led opening ceremonies • Town meetings
<p>ORAL COMMUNICATION</p> <p>Habits</p> <p>3.1 Talking a lot</p>		<p>In oral communication, students</p> <p>3.1.1 Talk about what they think, read, or experience</p> <p>3.1.2 Explain or speak from another person's perspective</p>	<p>Teacher may model and/or facilitate the following strategies 3.1</p> <ul style="list-style-type: none"> • Literature Circles • Comprehension thinking strategies 	<p>Resources same as pages 37-38 and may include</p> <ul style="list-style-type: none"> • <i>New Standards Speaking and Listening pp.</i> 	<p>Assessment evidence same as pages 37-38 and may include</p> <ul style="list-style-type: none"> • Anecdotal records • Conferences

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		3.1.3 Talk about ideas or information gained from sources beyond personal experience 3.1.4 Talk in small groups to collaborate on a project ask questions, and make comments or suggestions to facilitate work on tasks, writings, or projects	<ul style="list-style-type: none"> Peer revising editing Content area discussions Town Meeting presentation Fish bowl class news letter Reader's Theater Think alouds Direct instruction 	<ul style="list-style-type: none"> 193-264, CDs, and videos Editing phones Rubrics/checklists SF Teacher checklists Assessment handbook 	<ul style="list-style-type: none"> Checklists SF Assessment Handbook Projects Reports
ORAL COMMUNICATION Habits 3.2 Talking to One's Self		In oral communication, students 3.2.1 Make spontaneous corrections 3.2.2 Talk to themselves out loud to make plans, guide behavior or monitor thinking 3.2.3 Rehearse steps they will use to solve a problem 3.2.4 Mimic adult language used in problem solving 3.2.5 Recite facts to confirm what has been memorized 3.2.6 Silently monitor their comprehension of text, including understanding of individual words, using words of self-correcting strategies	Teacher may model and/or facilitate the following strategies 3.2 <ul style="list-style-type: none"> Math problem solving Hands-on content learning Study buddies Think alouds 	Resources same as pages 37-38 and may include <ul style="list-style-type: none"> Post-it notes for students Visual aids 	Assessment evidence same as pages 37-38 and may include anecdotal record <ul style="list-style-type: none"> Anecdotal records Conferences Checklists SF Assessment Projects Reports

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<p>ORAL COMMUNICATION</p> <p>3.3 Habits Conversing at Length on a Topic</p>		<p>By the end of grade 3, students should</p> <p>3.3.1 Initiate and sustain a conversation with eight or more lengthy exchanges</p> <p>3.3.2 Consistently ask for clarification</p> <p>3.3.3 Consistently recognize and respond to indirect and direct indicators that others need clarification</p> <p>3.3.4 Imitate topics within conversations that are in progress</p> <p>3.3.5 Sustain conversation by extending others</p> <p>3.3.6 Express and solicit opinions</p> <p>3.3.7 Ask open-ended questions</p> <p>3.3.8 Repair and revert to topic when necessary</p> <p>3.3.9 Raise topics likely to be of interest to another person</p>	<p>Teacher may model and/or facilitate the following strategies 3.3</p> <ul style="list-style-type: none"> • Literature Circles • Book Talks • Content area discussions • Town Meeting • New Standards CDs/videos 	<p>Resources same as pages 37-38 and may include</p> <ul style="list-style-type: none"> • <i>News Standards Speaking and Listening CD</i> • <i>Classroom magazines</i> • <i>Classroom library</i> • <i>Book closets</i> 	<p>Assessment evidence same as pages 37-38 and may include</p> <ul style="list-style-type: none"> • Anecdotal records • Conferences • Checklists • SF Assessment • Projects • Reports
<p>ORAL COMMUNICATION</p> <p>3.4 Habits Discussing Books</p>		<p>By the end of grade 3, students</p> <p>3.4.1 Note and talk about author's craft: word choice, beginnings, and endings, plot, and character development</p> <p>3.4.2 Use comparison and analogies to explain ideas</p>	<p>Teacher may model and/or facilitate the following strategies 3.4</p> <ul style="list-style-type: none"> • Small and large group discussions • Literature Circles 	<p>Resources same as pages 37-38 and may include</p> <ul style="list-style-type: none"> • <i>Reading with Meaning</i> • <i>Reading Essentials</i> 	<p>Assessment evidence same as pages 37-38 and may include</p> <ul style="list-style-type: none"> • Anecdotal records • Conferences

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		3.4.3 Refer to knowledge gained during discussion 3.4.4 Use information that is accurate, accessible and relevant 3.4.5 Restates their ideas with greater clarity when a listener indicates non comprehension 3.4.6 Ask other students questions that require them to support their claims or arguments 3.4.7 Indicate when their own or others' ideas need further explanation 3.4.8 Cite important details from text 3.4.9 Compare one text to another text they have read or heard 3.4.10 Capture meaning from figurative language and explain the meaning With narratives 3.4.11 Relate a story to real-life experiences 3.4.12 Explain the motives of characters 3.4.13 Discuss plot and setting With informational text 3.4.14 Use the structure of information texts to retrieve information 3.4.15 Analyze the causes, motivations, sequences and	<ul style="list-style-type: none"> • Cooperative learning • Think-pair- share • Conferencing • Reader's Theater • Content area discussions • Book talks • Graphic organizers • Comprehension strategies • Guided Reading • Research projects 	<ul style="list-style-type: none"> • Junior Great Books • Classroom news magazines • Classroom library • Book closets • Graphic organizers • FOSS kits literature • School librarian • <i>Mosaic of Thought</i> • <i>7 Keys to Comprehension</i> • Libraries • <i>Strategies That Work</i> • SF materials 	<ul style="list-style-type: none"> • Checklists • SF Assessment Handbook • Projects • Reports

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		<p>results of events</p> <p>3.4.16 Uses reasoning and information from within and outside the text to examine arguments</p> <p>3.4.17 Describe in their own words what new information they gained from non fiction text and how that information relates to their prior knowledge</p> <p>With functional documents</p> <p>3.4.18 Follow instructions or directions they read in more complicated texts</p>	<ul style="list-style-type: none"> KITES program (science) 		
<p>ORAL COMMUNICATION</p> <p>Kinds of Talk and Resulting Genres</p> <p>3.5 Narrative</p>		<p>With fictional narratives, by the end of grade three students</p> <p>3.5.1 Independently give a lengthy and richly detailed account in which the actual sequence of events is clear even though event may be told out of deliberately to build anticipation or through use of flashbacks</p> <p>3.5.2 Pass along a story they have heard, giving enough detail or nuance to do justice to the original version</p> <p>3.5.3 Solicit and/or engage the listener's attention (beginning with the time, location or main character of the story)</p> <p>3.5.4 Orient the listener to the setting with precise choice of detail</p> <p>3.5.5 Cluster useful descriptive information in the</p>	<p>Teacher may model and/or facilitate the following strategies 3.1</p> <ul style="list-style-type: none"> Book report projects Book Talks Writer's Workshop Town Meeting Think- pair-share Revising conferences 	<p>Resources same as pages 37-38 and may include</p> <ul style="list-style-type: none"> Writing notebooks 	<p>Assessment evidence same as pages 37-38 and may include</p> <ul style="list-style-type: none"> Anecdotal records Conferences Checklists SF Assessment Handbook Projects Reports Running records DRA

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		<p>beginning</p> <p>3.5.6 Describe information and evaluate or reflect upon it</p> <p>3.5.7 Describe internal events or reactions as well as external events</p> <p>3.5.8 Develop characters by clearly stating their goals and motivations and attempting to resolve or satisfy them before the story's end</p> <p>3.5.9 Include quotations</p> <p>3.5.10 Comment and reflect on how things were resolved</p> <p>3.5.11 Mark the end of the story directly or with a coda to bring the impact of the past experience up to the present time</p>			
<p>ORAL COMMUNICATION</p> <p>Kinds of Talk and Resulting Genres 3.6 Explaining and Seeking Information</p>		<p>By the end of third grade students will</p> <p>3.6.1 Seek out multiple resources for information such as libraries, governmental and professional agencies, the Internet, and identified experts</p> <p>3.6.2 Conduct firsthand interviews</p> <p>3.6.3 Give increasingly elaborate and extended descriptions of objects, events and concepts</p> <p>3.6.4 Support opinions or provide specific examples to support generalizations</p>	<p>Teacher may model and/or facilitate the following strategies 3.6</p> <ul style="list-style-type: none"> • Preparation for school magazine • Classroom newsletters • Reports/projects • Cooperative learning 	<p>Resources same as pages 37-38 and may include</p> <ul style="list-style-type: none"> • Internet • Encyclopedia 	<p>Assessment evidence same as pages 37-38 and may include</p> <ul style="list-style-type: none"> • Anecdotal records • Conferences • Checklists • SF Assessment Handbook

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STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLEs)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		3.6.5 Give a short prepared speech or report informing others about some object, event or person 3.6.6 Tutor others in new and somewhat complicated tasks	<ul style="list-style-type: none"> Content area discussions Peer tutoring 		<ul style="list-style-type: none"> Projects Reports
ORAL COMMUNICATION Kinds of Talk and Resulting Genres 3.7 Getting Things Done		By the end of grade 3, students will 3.7.1 Listen to, comprehend and carry out directions with eight or more steps 3.7.2 Ask specific questions to clarify a novel task, persisting if necessary to get information 3.7.3 Ask clarifying questions to learn what a person knows 3.7.4 Describe alternate ways to complete a task or reach a destination 3.7.5 Use visual aids, such as charts, diagrams, or maps to augment language 3.7.6 Engage in extended conversations about a problem, with both sides presenting and listening to arguments and solutions 3.7.7 Disagree with another person's argument and then generate and promote alternate solutions to reach agreement 3.7.8 Collaborate by seeking out peers to solve problems, disagreeing diplomatically, and	Teacher may model and/or facilitate the following strategies 3.7 <ul style="list-style-type: none"> How to procedural writing Think alouds Think- pair-share Hands-on experiences Content area discussions Graphic organizers Classroom meetings Literature discussions Small group discussions 	Resources same as pages 37-38 and may include <ul style="list-style-type: none"> FOSS science kits Math manipulatives 	Assessment evidence same as pages 37-38 and may include <ul style="list-style-type: none"> Anecdotal records Conferences Checklists SF Assessment Handbook Projects Reports

English Language Arts Grade 2

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		assigning or delegating tasks to organize a group 3.7.9 Give directions for technically complex tasks			
ORAL COMMUNICATION Kinds of Talk and Resulting Genres 3.8 Producing and responding to Performan- ces		By the end of grade 3, students 3.8.1 Describe their reaction to a performance, giving details to support opinions 3.8.2 Attend to more challenging performances that go beyond entertainment of present unfamiliar material 3.8.3 Draw from a rehearsed repertoire to give a brief performance 3.8.4 Conduct and/or make lengthier presentations t the class or take part in full-length performances in front of larger groups or unfamiliar audiences 3.8.5 Give an author performance, reading from their own material out loud	Teacher may model and/or facilitate the following strategies 3.8 <ul style="list-style-type: none"> • Reader's Theater • Classroom plays • Project presentations • Writer's workshop • Town Meeting 	Resources same as pages 37-38 and may include <ul style="list-style-type: none"> • PTO sponsored events • Town Meeting 	Assessment evidence same as pages 37-38 and may include <ul style="list-style-type: none"> • Anecdotal records • Conferences • Checklists • SF Assessment Handbook • Projects • Reports • Video tape
ORAL COMMUNICATION Language Use and Conventions 3.9 Rules of Interaction		By the end of grade three, students 3.9.1 Consistently observe politeness conventions 3.9.2 Hold themselves and others accountable to the rules by using verbal reminders 3.9.3 Speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust	Teacher may model and/or facilitate the following strategies 3.9 <ul style="list-style-type: none"> • Classroom management 	Resources same as pages 37-38 and may include <ul style="list-style-type: none"> • Criteria charts 	Assessment evidence same as pages 37-38 and may include <ul style="list-style-type: none"> • Anecdotal records • Conferences • Checklists • SF Assessment Handbook

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		volume to the setting, and hold the floor and yield when appropriate			<ul style="list-style-type: none"> Projects Reports Video tape
<p>ORAL COMMUNICATION</p> <p>Language Use and Conventions</p> <p>3.10 Word Play and Grammatical Awareness</p>		<p>By the end of grade 3, students</p> <p>3.10.1 Identify the number of syllables in a word</p> <p>3.10.2 Play with alliteration, tongue twisters and onomatopoeia</p> <p>3.10.3 Use double meanings or multiple meanings of words for riddles and jokes</p> <p>3.10.4 Detect a variety of speech ambiguities and understand the intended meaning</p> <p>3.10.5 Start to play with made-up languages</p> <p>3.10.6 Identify subjects and verbs in simple sentences</p>	<p>Teacher may model and/or facilitate the following strategies 3.10</p> <ul style="list-style-type: none"> Word study groups Reader's Theater Writer's workshop 	<p>Resources same as pages 37-38 and may include</p> <ul style="list-style-type: none"> Classroom libraries SF libraries SF Teacher Resource Manual SF song and rhyme charts 	<p>Assessment evidence same as pages 37-38 and may include</p> <ul style="list-style-type: none"> Anecdotal records Conferences Checklists SF Assessment Handbook Projects Reports
<p>ORAL COMMUNICATION</p> <p>Language Use and Conventions</p> <p>3.11 Vocabulary and Word Choice</p>		<p>By the end of grade 3, students</p> <p>3.11.1 Build word maps that show the relationship between words, placing newly acquired words in categories that are relevant</p> <p>3.11.2 Use specialized vocabulary related to school subjects</p> <p>3.11.3 Provide definitions of words from definitions using simple subordinates</p>	<p>Teacher may model and/or facilitate the following strategies 3.11</p> <ul style="list-style-type: none"> Concept mapping Kidspiration™ Direct instruction/thesaurus 	<p>Resources same as pages 37-38 and may include</p> <ul style="list-style-type: none"> Post-its for charts Word sorts Classroom charts 	<p>Assessment evidence same as pages 37-38 and may include</p> <ul style="list-style-type: none"> Anecdotal records Conferences Checklists SF Assessment Handbook

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		<p>3.11.4 Learn new words from reading or being read to daily</p> <p>3.11.5 Demonstrate flexibility by choosing from word options to show precision or effect</p> <p>3.11.6 Study word families</p> <p>3.11.7 Develop a basic awareness of meaningful word parts and identify how they relate to certain words</p> <p>3.11.8 Increase vocabulary of verbs, adjectives, and adverbs to speak fluently and exercise options in word choice</p> <p>3.11.9 Use and explain metaphoric language</p> <p>3.11.10 Understand and produce antonyms and synonyms</p> <p>3.11.11 Understand and produce homonyms and homographs, and homophones</p>		<ul style="list-style-type: none"> • Student dictionaries • Thesaurus • Word walls • SF Prior Knowledge CD • SF Resource books • School library and librarian for specialized literature • Kidspiration™ 	<ul style="list-style-type: none"> • Projects • Reports