

Grade 2 ELA Curriculum

Subject	Language Arts		
Grade/Course	Grade 2		
Unit of Study	Unit 1: Second-Grade Reading Growth Spurt (Book 1)/Lessons from the Masters: Improving Narrative Writing (Book 1)		
Pacing	<p>September-October</p> <p>This content should be taught at the beginning of the year. The reading & writing topics unfold over 17 & 19 sessions, respectively, with a suggested timeline of approximately 4 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.</p>		
Unit CT Core Content Standards			
<u>Reading Foundational Skills</u>			
<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.</p> <p>RF.2.3.d Decode words with common prefixes and suffixes.</p> <p>RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>			
<u>Reading Literature and Information</u>	<u>Writing</u>	<u>Speaking/Listening</u>	<u>Language</u>
<p>RL.2.1 Ask/answer who, what, when, where, why, how questions about details</p> <p>RL.2.2 Recount stories for central message, moral or lesson</p> <p>RL.2.3 Character response to major event, challenge</p>	<p>W.2.3 Narrative with elaboration/short sequenced events, details, temporal words, closure</p> <p>W.2.5 Focus on topic, edit and revise to strengthen</p>	<p>SL.2.1 Participate in collaborative conversations with peers and adults in small and large groups</p> <p>SL.2.4 Tell a story/experience with facts, details, speaking audibly</p>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.2.2 Capitalize holidays/product/geographic names, commas, apostrophes, generalize learned</p>

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		<p>spelling patterns, consult reference materials to check spelling.</p> <p>L.2.3 Knowledge of language: compare formal and informal use of English</p>
Essential Questions		Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How can you be in charge of your own reading? 2. How do readers solve tricky words? 3. How do readers notice and use author's craft? 4. How do writers write narrative stories with detail using craft moves from other authors? 	<ol style="list-style-type: none"> 1. Readers are in charge when they choose books and decide how they should read. They read a lot, read sight words quickly and scoop words together. Readers stop to think about what they've read, keeping track by using post-its or talking with a partner. 2. Readers use what they know about words and use more than one strategy to figure out tricky words. They use phonics skills to sound out all parts of the word, think about what words mean and fix mistakes. 3. Readers notice what powerful writing is, think about why it is powerful and how the author does this. Readers think about events that happen repeatedly in books and what the author is trying to teach. Readers try these craft moves in their own writing. 4. Writers write with detail by focusing on a moment in their story using their senses. They learn to write meaningful stories by studying the craft of other authors and trying it in their own writing. They revise and edit their stories to use language like an author. 	
Unit Summary		
Reading Bends		Writing Bends
<p>Bend 1: In this bend, students will learn about growing to be strong readers. They will make decisions about how their reading will sound, how</p>		<p>Bend 1: This bend will teach students how to focus on details of a narrative story. You will teach your students ways to stretch out and magnify their</p>

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<p>much they read and how to make sure their reading makes sense. Readers will think about the text during sneak peeks, by looking at the back of the book, by reading a little of the first page and studying the table of contents. Students will practice reading more fluently and try to bring out the feelings in their books. They will also think about the story and retell.</p> <p>Bend 2: This bend teaches students new strategies for solving words independently. They will apply what they are learning in Foundations to their reading work. They will learn that it is important to read with accuracy, stopping to flexibly use strategies to self-correct. Students will learn that they need to work hard to be independent problem solvers. The teacher will show students how to chunk words, reading the parts they know in a snap. Students will participate in guided reading lessons that focus on supporting their ability to transfer word study principles into reading. They will think about what words mean and learn that they can have more than one meaning. Readers learn to make reading stronger by catching and fixing their mistakes.</p> <p>Bend 3: In this bend, readers will use what they know as writers to help them grow. Readers can think about how an author crafted a story to get the reader to react. The teacher invites readers to try new techniques in their own writing. Readers will learn how writers work hard to connect each part of the story and write an ending that ties the story up, often teaching a lesson. To celebrate their work, readers will share what they know with other readers by leaving post-it note tips on the covers of their books.</p>	<p>narrative pieces. While writing these stories, students will pay attention to detail and write powerful beginnings and endings. At the end of the bend students will work on goal setting by using a narrative checklist to self-monitor what they've already done and set goals for themselves to work toward.</p> <p>Bend 2: This bend will begin by focusing on what students want their readers to feel. Students will learn this through focusing on <i>Owl Moon</i> and what makes it so powerful. After students have worked together to identify these aspects, they will try using these craft moves in their own writing. Finally, students will work on understanding why an author chooses to use these craft moves and revise their own writing with intent.</p> <p>Bend 3: In this bend teachers are working to set children up to see connections between reading and writing. Students should begin to notice the craft moves that they are seeing in their reading books and apply these to their writing. Students should begin to work with increasing independence and they should be starting to pay careful attention to revision and editing. The bend ends with a celebration of the new “master writers”.</p>
Teaching Points	
Reading	Writing
<p>Bend 1:</p> <ol style="list-style-type: none"> 1. Readers get to choose what they read and also how they are going to read. 2. Take a grown-up, sneak-peak at a book 	<p>Bend 1</p> <ol style="list-style-type: none"> 1. Reading the words of master authors to generate ideas for writing 2. Collecting tiny details that you can later turn into stories-at the playground, at the

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<p>and ask themselves “How does this book want to be read?”</p> <ol style="list-style-type: none"> 3. Readers push themselves to get stronger by reading more and longer each day. 4. Readers use snap words to read in bigger scoops. 5. Readers stop along the way and retell the events in order thus far. 6. Using Post-its to go mark places readers might want to revisit in the books they read. 7. Using everything you know to figure out a word. <p>Bend II:</p> <ol style="list-style-type: none"> 8. Using two strategies at the same time: thinking of a word that could go in the spot and reading the first chunk of the word to check it. 9. Reading some beginnings and endings in a snap 10. Keeping your eyes out for those tricky vowel teams means sometimes trying out one sound and then another to figure out the word. 11. Figuring out a word and then stopping and asking “Wait, what does that mean?” 12. Readers check themselves and fix their reading mistakes 13. Reacting to the text and then asking “Why did the author do that?’ and “How did the author do that?” <p>Bend III:</p> <ol style="list-style-type: none"> 14. Noticing author’s craft in the books you read and then trying it in your own writing 15. Asking “How does the author make the whole story stick together?” 16. Reaching the end of a story and asking 	<p>store, etc.</p> <ol style="list-style-type: none"> 3. Developing your tiny ideas-plan words across pages, grow your story by adding details and thinking as you write 4. Zooming in to add details 5. Writing powerful story endings 6. Rereading to check punctuation, specifically, run-on sentences 7. Making a plan and setting goals <p>Bend II</p> <ol style="list-style-type: none"> 8. Revising on the go to bring out meaning and feelings 9. Guided inquiry: asking “How did the author write like this?” so we can do it in our own writing 10. Trying an author’s craft move in your own writing 11. Trying another author’s craft move 12. Considering mentor texts when revising 13. Using precise and specific language when revising for word choice 14. Thinking about all we know about editing and making sure you have included all those things to before sharing your work <p>Bend III</p> <ol style="list-style-type: none"> 15. Choosing craft moves from mentor texts to use in your own writing 16. Being bold by trying new craft moves and seeing if they work in a particular piece 17. Having your writing partner help you revise your writing 18. Edit and publish 19. Celebration
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<p>“What does the author want to teach me?”</p> <p>17. Celebrating!</p>	
Word Study Topics	
<p>Unit 1 (2 weeks)*:</p> <ul style="list-style-type: none"> ● Review letter-keyword sounds ● Review digraphs and letter-keyword sounds ● Review consonant blends ● Review digraph blends ● Spelling of /k/ sound ● Closed syllable type ● Sample words: quilt, elf, shred, kick, crush <p>Unit 2 (2 weeks)*:</p> <ul style="list-style-type: none"> ● Bonus letter spelling rule- ff, ll, ss, and sometimes zz ● Glued sounds ● Blending and reading words with glued sounds ● Segmenting and spelling words with bonus letters and glued sounds ● Prosody ● Fluent passage reading ● Story telling ● R-controlled vowels ● Trick words: shall, pull, full, both, talk, walk ● Sample words: spill, string, stand, toss <p>Unit 3 (1 week)*:</p> <ul style="list-style-type: none"> ● Closed syllable exceptions ● Glued sound exceptions ● Story retelling ● Fluent passage reading ● Vowel teams: ai, ay, ea, ee, ey, oi, oy ● Trick Words: done, goes, pretty ● Sample words: wild, find, cold, colt, post <p>Unit 4 (week 1 of 2)*:</p> <ul style="list-style-type: none"> ● Review suffixes: -s, -es, -ed, -ing ● Additional sounds of -ed suffix /d/, /t/ ● Comparison suffixes: -er, -est ● Spelling procedure for words with suffixes ● Forming plurals ● Forming present and past tense ● Categorizing vowel and consonant suffixes ● Fluent passage reading ● Vowel teams: oa, oe, ow, ou, oo, ue, ew 	

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- Trick words: again, please, animal, sure, use, used
- Sample words: stronger, tallest, spilled, passed

[Foundations Unit Test Scoring Guidelines](#)

Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.

*Units referenced come from Foundations Program.

For additional sample words refer to the unit resource pages at the end of each unit in the Foundations teacher's manual. This provides examples for drill sounds/warm-up, echo sounds, review and current unit trick words, review and current unit words/nonsense words, and unit dictation sentences.

Evidence of Learning - Assessment

[TC High Leverage Reading Assessment](#)

[Teachers College Reading and Writing Project Teacher Resources and Guidebook for Levels A-K Reading Level Assessments](#)

**See Heinemann Online Resources for copies. District may designate the use of another version of assessment.*

Smarter Balanced Assessment Resources

The following link will provide rubrics, student checklists and Writing Portfolio Guides with anchor sets to use in the holistic scoring of narrative, opinion, and informational writing:

[CT Writing Portfolio Resources for Grades K-2](#)

The [Style Guide](#), which aligns with the expectations of Smarter Balanced Assessments, will support the creation of unit- and standard-aligned items for instructional use.

Pre/Post Assessment	Interim Assessment	Additional Evidence of Learning
<ul style="list-style-type: none"> ● Foundations unit test ● High-frequency word lists <p>Reading:</p> <ul style="list-style-type: none"> ● Reading learning progressions, found in the Reading Pathways, Grades K-2: Performance Assessments and Learning Progressions resource* <p>Pre-assessment -</p> <ul style="list-style-type: none"> ● Consider each students' 	<ul style="list-style-type: none"> ● Running Records (including Checklist of Reading Behaviors)* ● WPM rate benchmark chart ● Learning Progression Narrative Writing* 	<ul style="list-style-type: none"> ● Foundations Dictation Check-Ups within Unit <p>Reading:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation of small group work ● F&P Continuum of Literacy Question Stems by GRL ● Exit tickets ● Daily reading log sheet <p>Writing:</p> <ul style="list-style-type: none"> ● Conferring notes

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<p>grade 1 end of year running record for baseline of reading behaviors.</p> <ul style="list-style-type: none"> ● During a read aloud, ask students to turn and talk to a partner to tell the story across their fingers. At the end of the story, ask students to respond independently in their reading journal to the following prompt: What is the author trying to teach us in this story? <p><u>Post-assessment</u> -</p> <ul style="list-style-type: none"> ● Running records checklist of reading behaviors - focus on strategies students are using to unlock tricky words (refer to anchor chart <i>When Words are Tricky Roll Up Your Sleeves</i>) ● Your second read aloud assessment can pose the same prompts you asked at the beginning of the unit, using either the same text or one that is similar and at the same level of text complexity. ● IAB exposure: Grade 3-Read Literary Texts, questions 1, 2, 6A, 6B, Answers https://ct.portal.cambiumast.com <p>Writing:</p> <ul style="list-style-type: none"> ● On Demand 		<ul style="list-style-type: none"> ● Conferring Scenarios Narrative Writing* ● Observations of small and whole group ● Student work: One or more student work samples for each writing session* ● Narrative Writing Checklist*
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<p>Performance Assessment Prompt</p> <ul style="list-style-type: none"> ● Narrative Writing Checklist* ● Presentation & Performance Rubrics* ● <i>Writing Pathways</i> performance assessments for Narrative*: <ul style="list-style-type: none"> -writing rubrics -student writing samples -writing developed through the progression 		
Learning Plan		
Researched-based Instructional Resources and Methods		
<p>The Reading and writing workshop model is a researched-based instructional model:</p> <p>See <i>A Guide to the Reading Workshop Model: Primary Grades</i>, (2015), Calkins et. al. and <i>A Guide to the Common Core Writing Workshop</i>, 2012, Calkins et. al. included in the series component bundle.</p> <p>The Heinemann Online Resources includes a study guide for the <i>Units of Study for Teaching Reading</i> under “Latest News and General Information.” This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:</p> <ul style="list-style-type: none"> ● The Architecture of the Mini-lesson: connection (teaching point), direct instruction and active engagement, link ● The Architecture of a Conference and small group work: mid-workshop teaching ● Share/whole group processing ● Setting up and Provisioning the Reading Workshop <p>The Heinemann Online Resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.</p>		
Anchor Charts		
<p><i>Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.</i></p>		
Reading	Writing	
<p>Readers Grow Like Beanstalks! Color / B&W When Words are Tricky, Roll Up Your Sleeves!</p>	<p>Revising with Intent Color / B&W Crafting Powerful Small Moments</p>	

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<p>Color / B&W Authors Have Intentions-So Pay Attention! Color / B&W</p>	<p>Color / B&W Learning Writing Moves from Our Favorite Authors Color / B&W</p>
<p>Instructional Moves</p> <p>Taberski, Sharon D.; Burke, James (Jim) R. (Robert). <i>The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy). SAGE Publications.</p>	
<p>Possible Student Challenges</p>	<p>Teacher Moves</p>
<p>Recognize and read grade-appropriate irregularly spelled words.</p>	<ol style="list-style-type: none"> 1. To teach letter sound relationships, conduct lots of letter and sound searches. Young children love the game-like quality of such activities and they are “whole to part”. Students begin with a whole text and then identify the specific letters or sounds on which to focus. 2. Show students how to use phonics together with semantics and syntax to figure out words they don’t know. Relying on just one cueing system deprives students of the natural clues they would get by considering the message the text is conveying or how the unknown word is used in a sentence. 3. Trust that students read unfamiliar words without knowing all the letters. The trick is that the word is embedded in a meaningful context. When they have daily opportunities to read just-right text they eventually learn the sounds that correspond with different letters and spelling patterns.
<p>Asking and answering questions to determine key details</p>	<ol style="list-style-type: none"> 1. Model asking questions about a text by writing questions on chart paper or annotating in the margins when using a whiteboard. Try to ask more analytical (how, why) questions than literal (who, what, where, when) questions. 2. Demonstrate how the answers to many of their questions can be found in the text. If the text is on a chart or in a big book, mark the answers to questions with sticky notes or highlighting tape, calling attention to the exact words that help answer a

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	question.
Recounting stories and determining the central message, lesson or moral	<ol style="list-style-type: none"> 1. Talk about the main message and topic as a part of read alouds and conferring. Have students attend to specific words, phrases and images during shared reading. 2. Demonstrate how the illustrations help readers figure out the central message. 3. Introduce students to different types of stories during read alouds. Give them the opportunity to discuss and then chart and compare attributes of each type of story.
Describe characters' response to major events and challenges.	<ol style="list-style-type: none"> 1. Create character webs to help students identify what the main and supporting characters are like, how they feel and what motivates them to behave in certain ways. Help students draw connections between the characters. 2. Have students identify the wants or needs of characters and parts of the story where their wants and needs conflict. Examine what those conflicts reveal about the characters. 3. Build a major events (plot) map with students to record the most important happenings. Have students identify the turning point in the story and lead them in a discussion of what came before and after. Discuss how characters act.
Write narratives with well-elaborated events or short sequence of events.	<ol style="list-style-type: none"> 1. Use prompts or storyboards to help students move from one part of their event to the next. 2. Have a student select a real person from their life to write about. Brainstorm ideas about the person. Draw the character and think about how the character acts. Give paper with two boxes one titled 'One Time' and another titled 'Another Time' for students to draw the character in two different situations. Then provide lined paper to write and elaborate on the

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	<p>events. Students then write introductory and ending sentences or paragraphs. Have students read their narratives outloud and call attention to the words the students used to illustrate their characters and events.</p>
Mentor, Demonstration, Read-aloud, Shared Texts <small>*Included in the Grade 2 Trade Pack</small>	
Reading	Writing
<p>May include other similar texts of the appropriate grade level band</p> <p>Demonstration Texts <i>There Was an Old Lady Who Swallowed a Fly</i> <i>*Katie Woo Has the Flu</i> by Fran Manushkin <i>Magic Tree House</i> series <i>Stink, The Incredible Shrinking Kid</i> by Megan McDonald <i>*Those Darn Squirrels</i> by Adam Rubin <i>Captain Awesome to the Rescue</i> Stan Kirby <i>Mrs. Jafee Is Daffy!</i> by Dan Gutman</p> <p>Read-Aloud and Shared Reading Texts <i>*Those Darn Squirrels</i> by Adam Rubin <i>*Mercy Watson to the Rescue</i> by Kate DiCamillo <i>The Three Little Pigs</i> by Paul Galdone <i>Jack and the Beanstalk</i> by Steven Kellogg <i>The Three Little Wolves and the Big Bad Pig</i> by Eugene Trivizas <i>The True Story of the Three Little Pigs</i> by Jon Scieszka</p> <p>Suggested Texts and Resources Cam Jansen series by David A. Adler Fly Guy series by Tedd Arnold Mercy Frog and Toad series by Arnold Lobel Mercy Watson series Katie Woo series by Fran Manushkin Watson series by Kate DiCamillo <i>Fox on the Job</i> by James Marshall Nursery rhymes Songs</p>	<p>Mentor Texts <i>*Owl Moon</i> by Jane Yolen <i>*The Leaving Morning</i> by Angela Johnson <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst <i>Diary of a Wimpy Kid</i> by Jeff Kinney</p> <p>Additional Texts and Resources Judy Blume</p> <p>Resources for Teachers <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i> <i>Opening Minds</i> by Peter H. Johnston <i>Choice Words</i> by Peter H. Johnston <i>Writing Strategies</i> by Jennifer Serravallo <i>Reading Strategies</i> by Jennifer Serravallo <i>The Learning Continuum</i> by Irene Fountas and Gay Su Pinnell</p>
Read-Aloud & Shared Reading	
Read-Aloud goals	

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Internalize reading behaviors (preview, make predictions, anticipate)
 Monitor for sense and re-reading
 Process the text
 Whole-class book talk

Read-Aloud process:

Before You Read (introduce book, title, author, wonder about the title)
 As You Read (look at pictures, read with prosody, retell)
 After You Read (whole class book talk)

Shared reading goals

Practice using meaning, structure, visuals (MSV) to solve new words

Shared reading process:

Introduce the book and key concepts
 Cross-checking sources of information
 Word Study
 Fluency

Vocabulary

Tier 2 (Academic Vocabulary)	Tier 3 (Domain Specific Vocabulary)
accuracy comprehension definition feedback flexible fluent goals intentions narrative react scoop sequence strategies volume word choice	blends bonus letter closed syllable craft moves digraphs glued sounds mentor text punctuation* vowel teams *Introduction of new punctuation

Suggestions for Differentiation, Scaffolding and Intervention

[CT Dept. of Education Evidence-based Practice Guides](#) – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”

Use individual student performance data to inform intervention in small group and conferring work. Just because specific strategies are listed as "effective intervention strategies" doesn't mean that they should only be used for intervention. These strategies, when used purposely, help support the specific needs of diverse learners.

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Effective Intervention Strategies for Teachers

- Use grouping
- Use feedback, reinforcement and recognition
- Use similarities and differences
- Use advanced organizers such as graphic organizers
- Provide feedback
- Use summary and note taking
- Use hands-on, non-linguistic representations

Meeting Students' Needs Through Scaffolding

- Identify, bold, and write in the margins to define words that cannot be understood through the context of the text
- Chunk long readings into short passages, (literally distributing sections on index cards, for example), so that students see only the section they need to tackle
- Encourage/enable students to annotate the text, or—if they can't write directly on the text—providing sticky notes or placing texts inside plastic sleeves
- Supply sentence starters so all students can participate in focused discussion
- Place students in heterogeneous groups to discuss the text and answer text-dependent questions
- Provide task cards and anchor charts so that expectations are consistently available
- Highlight key words in task directions

Supporting Struggling Readers

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Provide picture cues with text-dependent questions
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

Assistive Technology

Writing:

- Use different paper (wide lined, raised lines or darker lines) to increase awareness of lines.
- Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in)
- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write.

If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise

Reading:

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text

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- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

English Learners

[Colorin Colorado](#)

[CT English Learner Proficiency Standards, Linguistic Supports](#)

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Make connections to students' prior experiences
- Build background knowledge
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames

Enrichment strategies

P. Wood, 2008. "Reading Instruction with Gifted & Talented Readers."

- Use of more advanced trade books
- Independent reading and writing choices
- Focus on developing higher level comprehension skills, along with higher level questioning
- Opportunities for book discussions – critical reading & creative reading
- Use of technology and the web

Interdisciplinary Connections

Social Studies Grade 2 Topic - Making a Difference (local/state/national/international): Examining the people that make, and have made a difference. Examining the concept that ALL people can make a difference. Consider opportunities for students to read/write texts that address these topics. Consider opportunities for students to compare content areas and issues to what characters deal with in stories explored in this unit.

NGSS Science Grade 2 Topics - Structure and Properties of Matter, Interdependent Relationships in Ecosystems, and Earth's Systems: Processes that Shape the Earth; Consider opportunities for students to read and write on these topics.

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