

## Winchester ELA Curriculum Grade 2

<b>Subject</b>	Language Arts		
<b>Grade/Course</b>	Grade 2		
<b>Unit of Study</b>	Unit 4: <a href="#">Reading Nonfiction Cover to Cover: Nonfiction Book Clubs</a> (If/Then Unit p. 91)/ <a href="#">Nonfiction Writing Projects</a> ( <a href="#">Curricular Calendar Unit</a> ) (Titles are linked to If/Then Lessons)		
<b>Pacing</b>	Mid February - Mid March  The content includes 22 reading teaching points and 16 writing teaching points that will unfold over 4 uninterrupted weeks of instruction. Based on student assessment data, teachers will use professional judgment to choose the teaching points that best meet the needs of their students. Given this, teachers may not use all listed teaching points or may modify/create additional teaching points based on student needs.		
<b>Unit CT Core Content Standards</b>			
<a href="#">Reading Foundational Skills</a>			
<a href="#">RF.2.3:</a> Long/short vowels in regularly spelled words, spelling-sound correspondence, common prefixes/suffixes, irregularly spelled words			
<a href="#">RF.2.4:</a> Fluency: purpose, understanding, accuracy, rate, expression, confirm or self-correct			
<b>Reading <a href="#">Literature and Information</a></b>	<b><a href="#">Writing</a></b>	<b><a href="#">Speaking/Listening</a></b>	<b><a href="#">Language</a></b>
<a href="#">RI.2.5</a> Text features to find information	<a href="#">W.2.2:</a> Introduce topic, supply facts, conclusion	<a href="#">SL.2.2:</a> Recount oral information	<a href="#">L.2.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
<a href="#">RI.2.6</a> Main purpose: explain, describe, answer	<a href="#">W.2.5:</a> Focus on topic, edit and revise to strengthen	<a href="#">SL.2.3</a> Ask questions to get help, clarify, get information	<a href="#">L.2.2</a> Capitalize holidays/product/geographic names, commas, apostrophes, generalize learned spelling patterns, consult reference materials to check spelling
<a href="#">RI.2.7</a> Use images, diagrams to contribute to text	<a href="#">W.2.7:</a> Shared research and writing	<a href="#">SL.2.4:</a> Tell a story/experience with facts, details, speaking audibly	<a href="#">L.2.6:</a> Use
<a href="#">RI.2.8</a> Evidence to support point	<a href="#">W.2.8:</a> Recall experiences or gather information	<a href="#">SL.2.6:</a> Produce complete sentences to provide detail or clarification	
<a href="#">RI.2.9</a> Compare two texts on same topic			
<a href="#">RI.2.10</a> Grade appropriate			

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informational text			words/phrases acquired through conversation/reading including adjectives/adverbs
Essential Questions		Corresponding Big Ideas	
<ol style="list-style-type: none"> <li>How can I gather information about a topic that interests me, compare, contrast, and synthesize my own ideas and those of others (authors and the people in my club), so that my club and I can develop new ideas?</li> <li>How can I use all that I know about nonfiction writing to write across different nonfiction structures?</li> </ol>		<ol style="list-style-type: none"> <li>When reading nonfiction, readers draw on everything they know to understand how the parts of the books go together. Readers add their own thinking and the thinking of their reading peers to the information they learn from the books they read. Readers put their ideas on a topic together to come up with newer, bigger ideas.</li> <li>Writers use different nonfiction structures to write about a topic they are an expert on. They write with elaboration and compare and contrast information to deepen their readers' understanding of a topic.</li> </ol>	
Reading Bends		Writing Bends	
<p><b>Bend 1:</b> In this bend, students will be reminded of the strategies for previewing the text, making predictions, and making plans for reading and rereading. Emphasis will also be put on strategies for various text features and how to read differently, depending on the structure of the text.</p> <p><b>Bend 2:</b> In this bend, students will continue to learn strategies for understanding the information the author is aiming to teach but will also learn to develop their own ideas about the text and form opinions.</p> <p><b>Bend 3:</b> In this bend, students will work with their club members to compare and contrast informational ideas within books, across books, and across baskets. Students are encouraged to consider both content and structure of texts as they notice and discuss similarities and differences.</p>		<p><b>Bend 1:</b> Bend one builds upon <i>The How-To Guide for Nonfiction Writing</i>. Students will be encouraged to write in different nonfiction structures within each book they compose. They will learn about organization to carefully consider how their book will go as they try planning subtopics.</p> <p><b>Bend 2:</b> In this bend, students will learn to elaborate by teaching more. They will draft new books and revise books from bend one. Writers will use previously learned strategies as well as mentor texts for support.</p> <p><b>Bend 3:</b> In bend three, students will compare and contrast information across an expert topic(s) to deepen their readers' understanding. Writers will try new nonfiction structures to teach their information in a new way.</p>	
Teaching Points			
Reading		Writing	

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<p><b>Bend I:</b></p> <ol style="list-style-type: none"> <li>1. Sort books by topics so they can go together in the same basket</li> <li>2. Remind yourself of strategies you know by using anchor charts in the classroom when you read a new book</li> <li>3. Talk with explaining voices</li> <li>4. Look cover to cover to make a plan for how you read each section</li> <li>5. Break longer text into sections to make it more manageable to read</li> <li>6. Ask yourself, “What is this mostly about?” after each section of text</li> <li>7. Stop, think and ask questions in order to hold onto key details in the text</li> <li>8. Gather information across texts and think about how one page connects to the previous one or what parts of a text are talking about</li> <li>9. Share your text by dramatizing what you see in pictures or what you visualize in your head</li> <li>10. Use your hand as a graphic organizer for explaining the main ideas</li> <li>11. Asking for help from a club mate can help you better understand something</li> <li>12. Come up with your own ideas based on the information you are reading</li> </ol> <p><b>Bend II:</b></p> <ol style="list-style-type: none"> <li>13. React to information you are learning in a book by using details from the text</li> <li>14. Ask, “What is this book actually about?”</li> <li>15. Come up with a theory about the author’s purpose: to persuade, to inform, or to entertain</li> <li>16. Using Post-its or removable tabs to put your own thinking into the text</li> <li>17. Read with an open mind to confirm or</li> </ol>	<p><b>Bend I:</b></p> <ol style="list-style-type: none"> <li>1. Choose a topic and structure for writing (e.g., Ask: How can I teach my reader?)</li> <li>2. Study mentor texts to learn ways to organize information writing (e.g., Ask: How did the author organize parts of this book? What kinds of special sections or chapters did they include? How can I try that, too?)</li> <li>3. Plan for subtopics</li> <li>4. Inquiry: How do authors organize information so that it’s easy for readers to learn?</li> <li>5. Edit</li> <li>6. Mini-celebration: study each other as mentors</li> </ol> <p><b>Bend II</b></p> <ol style="list-style-type: none"> <li>7. Elaborate to teach readers (e.g., Ask: What else do they want to learn? How can I help them picture it? Add descriptions, definitions, diagrams, or examples to teach more.)</li> <li>8. Use a story to teach readers</li> <li>9. Inquiry: What do nonfiction authors do to interest their readers AND teach more information?</li> <li>10. Share feedback with writing partners</li> <li>11. Mini-celebration: reflect on craft moves</li> </ol> <p><b>Bend III:</b></p> <ol style="list-style-type: none"> <li>12. Compare and contrast to teach readers what is important</li> <li>13. Consider multiple ways your writing might go</li> <li>14. Use writing tools to give and receive feedback from writing partners</li> <li>15. Set editing goals, study mentor texts and edit</li> </ol>
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<p>question your thinking</p> <p>18. Think about why what you are learning is important</p> <p><b>Bend III:</b></p> <p>19. "Ask, "What is missing from this book?" and "How is it the same or different from other books on the same topic?"</p> <p>20. Put your Post-its side by side and ask, "How are these the same and how are they different?"</p> <p>21. Hold your partner accountable by prompting with questions like: "Where does it say that?" and "Is there another example?"</p> <p>22. Read like a writer by comparing and contrasting different books</p>	<p>16. Celebration</p>
<p><b>Word Study Topics</b></p>	
<p>Unit 10 (2 weeks)*:</p> <ul style="list-style-type: none"> <li>● Double vowel syllable type</li> <li>● Sounds of ai, and ay</li> <li>● Use of spelling option procedure for /ā/ sound</li> <li>● Combining all types of syllables</li> <li>● Homophones</li> <li>● Sample words: paint, display</li> </ul> <p>Unit 11 (2 weeks)*:</p> <ul style="list-style-type: none"> <li>● Sounds of ee, ea, ey</li> <li>● Use of spelling option procedure for /ē/ sound</li> <li>● Sample words: cheap, keep, chimney</li> </ul> <p>Unit 12 (1 week)*:</p> <ul style="list-style-type: none"> <li>● Sounds of oi and oy</li> <li>● Spelling generalizations of /oi/ sound</li> <li>● Sample words: moist, toys, paperboy</li> </ul> <p><a href="#">Foundations Unit Test Scoring Guidelines</a></p> <p>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, retaught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.</p>	

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\*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](#)

*\*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"> <li>● Foundations unit test</li> <li>● High-frequency word lists</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>● Reading learning progressions, found in the <a href="#">Reading Pathways, Grades 3-5: Performance Assessments and Learning Progressions resource*</a></li> </ul> <p>Pre/Post assessment - Before the unit begins do a read aloud using a non-fiction book. Ask students to do a quick stop-and-sketch and jot. For example, ask them to stop and jot what the main idea is or before you begin reading have them jot down a short list of words you might encounter in the text. You can keep these Post-its and do the same type of informal assessment at the end of the unit. Put the before and after Post-its side by side and use</p>	<ul style="list-style-type: none"> <li>● <a href="#">Running Records (including Checklist of Reading Behaviors)*</a></li> <li>● <a href="#">WPM rate benchmark chart</a></li> <li>● <a href="#">Information Writing Learning Progression, Pre-K-6*</a></li> </ul>	<ul style="list-style-type: none"> <li>● Foundations Dictation Check-Ups within Unit</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>● Conferring notes</li> <li>● Observation of small group work</li> <li>● <a href="#">F&amp;P Continuum of Literacy Question Stems by GRL</a></li> <li>● <a href="#">Exit tickets</a></li> <li>● <a href="#">Daily reading log sheet</a></li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>● Conferring notes</li> <li>● <a href="#">Conferring Scenarios Information Writing*</a></li> <li>● Observations of small and whole group</li> <li>● Student work: One or more student work samples for each writing session*</li> <li>● <a href="#">Information Writing Checklist*</a></li> </ul>

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<p>them as an assessment of how the reader’s thinking has grown across the unit.</p> <p>Writing: Pre/Post-assessment -</p> <ul style="list-style-type: none"> <li>● <a href="#">Information Writing On-Demand Performance Assessment Prompt*</a></li> <li>● <a href="#">Information Writing Rubric, Grade 2*</a></li> <li>● <a href="#">Information Writing Student Samples, Grade 2*</a></li> <li>● <a href="#">Information Writing Checklist, Grades 1 and 2*</a></li> </ul>		
<b>Learning Plan</b>		
<b>Researched-based Instructional Resources and Methods</b>		
<p>The Reading and writing workshop model is a <a href="#">researched-based instructional model</a>:</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"> <li>● The Architecture of the Mini-lesson: connection (teaching point), direct instruction and active engagement, link</li> <li>● The Architecture of a Conference and small group work: mid-workshop teaching</li> <li>● Share/whole group processing</li> <li>● Setting up and Provisioning the Reading Workshop</li> </ul> <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>		
<b>Instructional Moves</b>		
<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>		
<b>Possible Student Challenges</b>	<b>Teacher Moves</b>	
<p>Describing how individuals, events, ideas, and pieces of information relate to one another</p>	<p>1. Select a portion of a text and model how you absorb each sentence, noticing when two things connect in a particularly striking, important way. (For example, in a</p>	

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	<p>book about rainforest animals, you might note the connection between a parrot’s brightly colored feathers, camouflage, and the concept of predator/prey.)</p>
Recognizing various text features	<ol style="list-style-type: none"> <li>1. As students read and write, call attention to informational text features (e.g., tables of contents, headings, pictures/captions, and scale drawings) and the purpose each serves. Encourage students to use such features as they write nonfiction. Photocopy pages of student writing in which students have used text features and have students paste their examples into a large blank book, which can be either handmade or purchased online.</li> <li>2. Invite students to sort informational text features into two categories according to the jobs they do—those that help readers “access information” and those that “extend information.” For example, tables of contents, headings, and indexes help readers access or find information; captions, illustrations, glossaries, scale drawings, and charts help to elaborate and extend information that is presented in the text (words).</li> </ol>
Drawing evidence from literary or informational texts	<ol style="list-style-type: none"> <li>1. Define and illustrate what counts as “evidence” for students so they know what it looks like and thus what to search for; this is particularly important for students learning to assess primary sources and other text types such as multimedia and infographics.</li> <li>2. Require students to annotate or code the texts they read with an eye toward using different elements as evidence in a subsequent paper; thus, for example, the teacher might show them how to put a Q in the margin to indicate, upon rereading later, the location of a possible quotation worth using; those using tablets can teach students how to use digital tools to annotate, search texts for specific words, and capture images for future use.</li> </ol>
Categorizing information	<ol style="list-style-type: none"> <li>1. Have students take notes on sticky notes and sort them into categories</li> </ol>

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	independently. This can lead to the identification of a topic and/or subtopics.
<b>Anchor Charts</b>	
<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>	
<b>Reading</b>	<b>Writing</b>
<p>These charts are from <i>Becoming Experts: Reading Nonfiction</i>:</p> <p>Nonfiction Readers Grow Knowledge <a href="#">Color</a> / <a href="#">B&amp;W</a></p> <p>Talk the Talk! Read to Learn the Lingo! <a href="#">Color</a> / <a href="#">B&amp;W</a></p> <p>Experts Grow Knowledge across Books! <a href="#">Color</a> / <a href="#">B&amp;W</a></p>	<p>Anchor Charts from <i>The How-To Guide for Nonfiction Writing</i>:</p> <p>Nonfiction Writers <a href="#">Color</a> / <a href="#">B&amp;W</a></p> <p>To Teach an Audience <a href="#">Color</a> / <a href="#">B&amp;W</a></p> <p>More charts from <i>The How-To Guide for Nonfiction Writing</i>:</p> <p><a href="#">Nonfiction Writers Can Make Writers Can Edit For Partner Work</a></p> <p>Anchor Chart from first grade <i>Nonfiction Chapter Books</i>: <a href="#">To Teach a Reader</a></p>
<b>Mentor, Demonstration, Read-aloud, Shared Texts</b>	
*Included in the Grade 2 Trade Pack	
<b>Reading</b>	<b>Writing</b>
<p>May include other similar texts of the appropriate grade level band</p> <p><b>Demonstration Texts</b> *<i>Tigers</i> by Laura Marsh *<i>Tigers</i> by Valerie Bodden</p> <p><b>Suggested Texts and Resources</b> “A Day in the Life, Museum Curator” video on YouTube</p> <p><b>Read-Aloud and Shared Reading Text</b> *<i>Knights in Shining Armor</i> by Gail Gibbons (Little Brown Books) *<i>Tigers</i> by Laura Marsh (National Geographic) “I Just Can’t Wait to Be King,” song from <i>The Lion King</i></p>	<p><b>Suggested Texts and Resources</b></p> <p><b>Nonfiction Comics:</b> <i>The Real Poop on Pigeons</i> by Kevin McCloskey <i>Snails are Just my Speed</i> by Kevin McCloskey <i>We Dig Worms</i> by Kevin McCloskey <i>Something’s Fishy</i> by Kevin McCloskey</p> <p><b>Informational Poetry:</b> <i>Curious Critters</i> by David Fitz-Simmons <i>Creatures of the Earth Sea and Sky</i> by Georgia Heard <i>Turtle in July</i> by Marilyn Singer <i>Caterpillars</i> by Marilyn Singer <i>The Black Book of Colors</i> by Menena Cottin <i>Sugar Hill: Harlem’s Historic Neighborhood</i> by Carole Boston Weatherford (Picture Book in Verse)</p>

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	<p><b>Articles</b>  Newsela <a href="https://newsela.com/">https://newsela.com/</a>  Readworks <a href="https://www.readworks.org/">https://www.readworks.org/</a>  Time for Kids <a href="https://www.timeforkids.com/g2/">https://www.timeforkids.com/g2/</a></p> <p><b>Who Would Win?:</b>  <i>Who Would Win? Lions vs. Tigers</i> by Jerry Pallotta  <i>Who Would Win? Killer Whale vs. Great White Shark</i> by Jerry Pallotta</p> <p><b>What's the Same? What's Different?</b>  <i>Different? Same!</i> by Heather Tekavec</p> <p><b>Superlatives</b>  <i>National Geographic Kids Extreme Records</i> by Michelle Harris and Julie Beer  <i>Dino Records: The Most Amazing Prehistoric Creatures Ever to Have Lived on Earth!</i> By Jen Agresta</p> <p><b>Pros and Cons</b>  <i>Time for Kids, Cell Phones: Pros and Cons</i> by Lesley Ward</p> <p><b>Additional Texts and Resources</b> from <i>The How-To Guide for Nonfiction Writing</i>:</p> <p><b>How-To Books</b>  <i>How to Be a Baby by Me, the Big Sister</i> by Sally Lloyd-Jones and Sue Heap  <i>How To Read a Story</i> by Kate Messner  <i>How To . . . Soccer: A Step-by-Step Guide to Mastering the Skills</i> by DK Publishing  <i>How To . . . Ballet: A Step-by-Step Guide to the Secrets of Ballet</i> by DK Publishing  <i>How To Potty Train Your Monster</i> by Kelly DiPucchio and Michael Moon  <i>Walk On! A Guide to Taking the First Step</i> by Marla Frazee</p> <p><b>Question-and-Answer Books</b>  <i>Why Do Cats Meow?</i> (Penguin Young Readers) by Joan Holub</p>
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	<p><i>Why Do Dogs Bark?</i> (Penguin Young Readers) by Joan Holub /</p> <p><b>Wonder Why series:</b> /</p> <p><i>Wonder Why Stars Twinkle</i> by Carole Stott</p> <p><i>I Wonder Why Penguins Can't Fly: And Other Questions About Polar Lands</i> by Pat Jacobs</p> <p><i>I Wonder Why My Tummy Rumbles: And Other Questions About My Body</i> by Brigid Avison</p> <p><b>Stories that Teach</b></p> <p><i>Growing Frogs</i> by Vivian French and Alison Bartlett</p> <p><i>Chameleons Are Cool</i> by Martin Jenkins and Sue Shields</p> <p><i>One Tiny Turtle: Read and Wonder</i> by Nicola Davies and Jane Chapman</p> <p><i>The Little Kitten</i> (The Phoebe Dunn Collection) by Phoebe Dunn</p> <p><b>DK Readers: Jobs People Do series</b></p> <p><i>A Day in the Life of a Firefighter</i> by Linda Hayward</p> <p><i>A Day in the Life of a Doctor</i> by Linda Hayward</p>
<b>Read-Aloud &amp; Shared Reading</b>	
<p><b>Read-Aloud goals</b></p> <p>Internalize reading behaviors (preview, make predictions, anticipate)</p> <p>Monitor for sense and rereading</p> <p>Process the text</p> <p>Whole class book talk</p> <p><b>Read-Aloud process:</b></p> <p>Before You Read (introduce book, title, author, wonder about the title)</p> <p>As You Read (look at pictures, read with prosody, retell)</p> <p>After You Read (whole class book talk)</p> <p><b>Shared reading goals</b></p> <p>Practice using meaning, structure, visuals (MSV) to solve new words</p> <p><b>Shared reading process:</b></p> <p>Introduce the book and key concepts</p> <p>Cross-checking sources of information</p> <p>Word Study</p> <p>Fluency</p>	
<b>Vocabulary</b>	
<b>Tier 2 (Academic Vocabulary)</b>	<b>Tier 3 (Domain Specific Vocabulary)</b>
<p>accountable</p> <p>audience</p> <p>compare</p> <p>contrast</p>	<p>anchor chart</p> <p>chapter book</p> <p>chapter lead</p> <p>club mate</p>

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dramatize entertain expert feedback inform persuade retell topic visualize	craft explaining voices graphic organizer informational text key words mentor text nonfiction practice audience text structures
<b>Suggestions for Differentiation, Scaffolding and Intervention</b>	
<p><a href="#">CT Dept. of Education Evidence-based Practice Guides</a> – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”</p> <p>Use individual student performance data to inform intervention in small group and conferring work.</p> <p><a href="#">Effective Intervention Strategies for Teachers:</a></p> <ul style="list-style-type: none"> <li>● Use grouping</li> <li>● Use feedback, reinforcement and recognition</li> <li>● Use similarities and differences</li> <li>● Use graphic organizers and class created posters</li> <li>● Provide feedback</li> <li>● Use hands-on, non-linguistic representations</li> </ul> <p><a href="#">Meeting Students Needs Through Scaffolding:</a></p> <ul style="list-style-type: none"> <li>● Identify, bold, and write in the margins to define words that cannot be understood through the context of the text</li> <li>● 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</li> <li>● 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</li> <li>● Supply sentence starters so all students can participate in focused discussion</li> <li>● Place students in heterogeneous groups to discuss the text and answer text-dependent questions</li> <li>● Provide task cards and anchor charts so that expectations are consistently available</li> <li>● Highlight key words in task directions</li> </ul> <p><a href="#">Supporting Struggling Readers:</a></p> <ul style="list-style-type: none"> <li>● Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)</li> <li>● 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</li> <li>● Reformat the text itself to include visuals or definitions of key vocabulary</li> <li>● Provide picture cues with text-dependent questions</li> <li>● Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations</li> </ul>	

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Assistive TechnologyWriting:

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

English LearnersColorin ColoradoCT 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

**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.

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.

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)