

Grade 2 ELA Curriculum

Subject	Language Arts		
Grade/Course	Grade 2		
Unit of Study	Unit 2: Becoming Experts: Reading Nonfiction (Book 2)/The How-To Guide for Nonfiction Writing (Published If/Then)		
Pacing	<p>November-December</p> <p>This content should be taught at the beginning of the year. The reading & writing topics unfold over 18 & 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.c Decode regularly spelled two-syllable words with long vowels.</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.a Read grade-level text with purpose and understanding.</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>RI.2.1 Ask/answer who, what, when, where why, how questions about details</p> <p>RI.2.2 Identify main topic, key details of multi-paragraph text</p> <p>RI.2.3 Describe connections of events, ideas, concepts in text</p>	<p>W.2.2 Introduce topic, supply facts, conclusion</p> <p>W.2.5 Focus on topic, edit and revise to strengthen</p> <p>W.2.7 Shared research and writing</p> <p>W.2.8 Recall experiences or gather</p>	<p>SL.2.1 Participate in collaborative conversations with peers and adults in small and large groups</p> <p>SL.2.3 Ask questions to get help, clarify, get information</p> <p>SL.2.4 Tell a story/experience with</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,</p>

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<p>RI.2.4 Decode grade appropriate word</p> <p>RI.2.6 Main purpose: explain, describe, answer</p>	<p>information</p>	<p>facts, details, speaking audibly</p> <p>SL.2.6 Produce complete sentences to provide detail or clarification</p>	<p>generalize learned spelling patterns, consult reference materials to check spelling</p> <p>L.2.3 Knowledge of language: compare formal and informal use of English</p> <p>L.2.6 Use words/phrases acquired through conversation/reading including adjectives/adverbs</p>
Essential Questions		Corresponding Big Ideas	
<ol style="list-style-type: none"> How are readers researchers? How do readers use strategies to develop the meaning of vocabulary words? How do readers and writers become experts on a topic? How do writers share their expertise on a topic? 	<ol style="list-style-type: none"> Readers are researchers when they notice, ask questions and think deeply about nonfiction texts to learn or build background knowledge about a topic or subject. Readers use multiple strategies, like highlighting, noticing text features and bold words, in order to develop the meaning of vocabulary words. Readers and writers become experts by previewing, close reading, thinking, questioning as well as comparing and contrasting information across topics and texts. Writers consider whether they are an expert on a topic or need to become one, and then think about the best way to communicate all they know about this topic to an audience of interest. 		
Unit Summary			
Reading Bends		Writing Bends	
<p>Bend 1: In this bend, students notice, learn from, and question texts. Students become researchers as they proceed and think deeply through</p>		<p>Bend 1: In this bend, students will write several nonfiction books and incorporate craft moves from mentor texts. Students will write on topics</p>	

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<p>nonfiction texts, using the rhythm of read/think/read. They revisit a question before, during and after reading to add onto their knowledge.</p> <p>Bend 2: Bend two focuses on solving tricky words, concepts, and domain-specific vocabulary within nonfiction books. Students deepen meaning by closely examining vocabulary words. They learn strategies, including how to use text boxes, bold words, and features to grow their knowledge on the topics and new vocabulary. Students learn to be flexible and fluid when using word-solving strategies to really understand what the word means and how the word works. They also have the opportunity to share their learning with others.</p> <p>Bend 3: In this bend, students preview a topic and think about how the book will teach and what information is likely to be inside. They will compare and contrast information within and across texts. Students notice when information is new and different and learn how to mark those spots.</p>	<p>they are “experts” on and reread to see where they can elaborate and tell more. Students will use the Information Writing Checklist as a tool to set goals before writing “about the author” pages and sharing work with classmates.</p> <p>Bend 2: In this bend, students will pick topics in which they are experts and will consider a specific audience when writing by asking, “What information does my audience want to know?” Students will use mentor texts, peer feedback, and self reflection to set goals and revise work.</p> <p>Bend 3: In this bend, writers will consider how they can share expert information in new ways, such as through the use of a mentor text, a question-and-answer book, a story that teaches or a how-to book. Students will use peer feedback to plan for the final draft of their books using any resources from the unit that they choose.</p>
Teaching Points	
Reading	Writing
<p>Bend I:</p> <ol style="list-style-type: none"> 1. Pay attention to details 2. Keep questions in mind as you read 3. Combine details and background knowledge asking, “What is this book teaching me?” 4. Preview text asking, “How does this book go?” 5. Pay special attention to new information <p>Bend II:</p> <ol style="list-style-type: none"> 6. Read to learn and use vocabulary 7. Use text features to notice and understand keywords 	<p>Bend I:</p> <ol style="list-style-type: none"> 1. Write about topics we are experts on or become experts on 2. Write nonfiction books to make your reading of nonfiction books change forever 3. Squeeze all the information out of your brain to share with the reader-which means going from writing to rereading 4. Improve your writing by setting goals and making plans to work toward them 5. Look and listen for where punctuation, grammar and spelling need to be co-edited

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<p>8. Use context to build knowledge of unknown words</p> <p>9. Persistence and practice in solving words</p> <p>10. Reread to grow information</p> <p>Bend III:</p> <p>11. Teach and share information with partners</p> <p>12. Growing topic knowledge across books</p> <p>13. Learn about whole topic and subtopics</p> <p>14. Categorize and name information</p> <p>15. Finding, thinking, and talking about similarities and differences</p> <p>16. Retell topics, not just books</p> <p>17. Celebration Prep: Create exhibits to teach your topics</p> <p>18. Celebration: Teaching others by engaging in questioning</p>	<p>Bend II:</p> <p>6. Ask, “What information does my audience want to know?”</p> <p>7. Add description to your writing by asking, “How can I help my readers picture the information?”</p> <p>8. Grab your audience's attention right from the beginning</p> <p>9. Teach your audience interesting facts while keeping them at the front of your mind</p> <p>10. Clear up confusion by rereading a piece and find places where you have questions yourself</p> <p>11. Use a checklist to remind us what we need to do over and over, day after day</p> <p>12. Make sure your writing is easy to read by using your knowledge of words you know how to spell</p> <p>13. Use mentor texts to notice the ways authors “fancy up” books and try some of those ideas in your own writing</p> <p>Bend III:</p> <p>14. Take information about a topic and shape it into one kind of a book or another, or another</p> <p>15. Find books like the ones you want to write and use them as mentors</p> <p>16. Remind yourself of the things you already know how to do as a writer</p> <p>17. Give feedback to your writing partner to help them to set and meet goals</p> <p>18. Learn everything you know to ready your writing for publishing</p> <p>19. Celebration</p>
Word Study Topics	
Unit 4 (week 2 of 2)*:	

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- Review suffixes: -s, -es, -ed, -ing
- Additional sounds of -ed suffix /d/, /t/
- Spelling procedure for words with suffixes
- Forming present and past tense
- Categorizing vowel and consonant suffixes
- Fluent passage reading
- Vowel teams: oa, oe, ow, ou, oo, ue, ew
- Trick words: again, please, animal, sure, use, used
- Sample words: stronger, tallest, spilled, passed

Unit 5 (2 weeks)*:

- Reading and spelling two-syllable words
- Review syllable concept in multisyllabic words
- Compound words
- Syllable division rules for dividing between closed syllables
- Procedure for spelling words with more than one syllable
- Spelling of ic at the end of multisyllabic words
- New suffixes: ful, ment, ness, less, able, en, ish
- Prefixes: mis, un, non, dis, trans
- au and aw
- Trick Words: against, knew, know, always, often, once
- Sample words: catnip, habit, tonic, mascot, hundred, freshen, boldness

Unit 6 (2 weeks)*:

- Review vowel-consonant-e syllables
- s /s/ and /z/
- Spelling option procedure
- Two-syllable words with closed and vowel-consonant-e syllables
- Compound words
- Vowel-consonant-e exception (-ive)
- Suffix ive
- Trick Words: only, house, move, right, place, together
- Sample words: hope, confuse, reptile, olive, inventive

Unit 7 (2 weeks of 3)*:

- Open syllable type
- y as a vowel
- Combining open syllables with closed and vowel-consonant-e syllables
- Additional syllable division rules
- Suffixes y, ly, ty

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- Trick Words: eight, large, change, city, every, family
- Sample words: no, music, relate, cry, baby, chilly

[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 3-5: Performance Assessments and Learning Progressions resource* <p>Pre-assessment - During a nonfiction read aloud, you might</p>	<ul style="list-style-type: none"> ● Running Records (including Checklist of Reading Behaviors)* ● WPM rate benchmark chart ● Information Writing Learning Progression, Pre-K-6* 	<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>

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<p>ask students to stop and jot to respond to the text on topics such as raising and answering questions about key details in the text, learning new words while reading, identifying the main topic, or comparing and contrasting information across texts. For example, after reading one and/or several sections of the text, you might ask students to jot what they think the main topic of the book is. In some instances, you might want to interview students further about what they are jotting or sketching to gain additional insight of understanding.</p> <p>Post-assessment - At the end of the unit, you could select different texts to read aloud and assess students' responses to them. Comparing students' responses from the pre and post-assessment will help you determine how students have grown in this unit.</p> <p>Writing:</p> <ul style="list-style-type: none"> ● Pre/Post-assessment - Information Writing On-Demand Performance Assessment Prompt* ● Information Writing Rubric, Grade 2* ● Information Writing Student Samples, Grade 2* ● Information Writing Checklist, Grades 1 and 2* 		<ul style="list-style-type: none"> ● Conferring notes ● Conferring Scenarios Information Writing* ● Observations of small and whole group ● Student work: One or more student work samples for each writing session* ● Information Writing Checklist*
Learning Plan		
Researched-based Instructional Resources and Methods		

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<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>	
<p>Anchor Charts</p> <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>	
<p>Reading</p>	<p>Writing</p>
<p>Nonfiction Readers Grow Knowledge Color / B&W</p> <p>Talk the Talk! Read to Learn the Lingo! Color / B&W</p> <p>Experts Grow Knowledge across Books! Color / B&W</p>	<p>Nonfiction Writers Color / B&W</p> <p>To Teach an Audience 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>Identifying the focus of a specific paragraph within a multi-paragraph text</p>	<ol style="list-style-type: none"> 1. Teach students what a topic sentence is and how it most often comes at the beginning or end of a paragraph. 2. Think aloud the process for noticing special vocabulary or repeated, related words that provide clues to the main topic, such as <i>eat, meal, plants, diet, feeding</i> in a paragraph whose main topic is “what deer eat.”
<p>Using text features to locate key facts or information</p>	<ol style="list-style-type: none"> 1. As students read and write, call attention to informational text features (table of contents, headings, pictures/captions,

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	<p>scale drawings) and the purpose each serves. Encourage students to use features in their own writing.</p> <ol style="list-style-type: none"> 2. Create a class book titled “Our Nonfiction Text Feature Book” with examples from student writing where students use text features appropriately. 3. Teach students that bold print means something different in literature than in informational text. In informational text, bold print indicates that the word (concept) is important and directs readers to pay close attention to its meaning as described in the text, graphics and glossary. In literature, bold is used to indicate the intensity with which something is experienced or for emphasis.
Using words and phrases acquired through conversations	<ol style="list-style-type: none"> 1. Engage students in rich language experiences where they routinely participate in conversations and experiment with vocabulary providing multiple exposures. 2. Focus on tier 2 words and ask these questions: have you heard or seen the word before, where, have you heard it and don't know what it means, do you know it sort of but not sure you can explain or use it correctly, or do you know what it means and can use it as a reader/writer/listener/speaker. 3. Select words from familiar texts such as read alouds or shared reading texts. Locate and read the sentence that includes the target word, state what the word means in student friendly terms and use the word in a sentence and invite students to do the same.
Choosing a topic to write about that relates to a given topic	<ol style="list-style-type: none"> 1. Observe students during reading time to determine topics they like and help them find subtopics about it that they can incorporate into writing. 2. Give a list of possible choices to choose from.
Elaborate on their writing	<ol style="list-style-type: none"> 1. Help students find topics that are not too broad or too narrow

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	<ol style="list-style-type: none"> 2. Teach students how to use tools such as post-it notes or find extra paper to add in additional details to a section of their writing. 3. Use what students can already do and model how to lift the level of work by using connecting words such as <i>like</i> and <i>because</i>.
Revising their writing	<ol style="list-style-type: none"> 1. Model how to add on or change a sentence or two, add definitions to clarify terms or include a more enticing opening or closing sentence.
Recalling information	<ol style="list-style-type: none"> 1. Model how to recall and record notes on what they know about the topic. Create a simple graphic organizer to help them list and label what they know and what they want to know.
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>*Tigers</i> by Laura Marsh <i>Amazing Animals: Tigers</i> by Valerie Bodden</p> <p>Read-Aloud and Shared Reading Texts <i>Amazing Animals: Tigers</i> by Valerie Bodden I Just Can't Wait to Be King," song from The Lion King <i>*Knights in Shining Armor</i> by Gail Gibbons <i>*Tigers</i> by Laura Marsh Read Aloud Prompts for Knights in Shining Armor Color / B&W</p> <p>Suggested Texts and Resources "A Day in the Life, Museum Curator" video on YouTube</p>	<p>Mentor Texts <i>Extreme Sports</i> by Sean Finnegan</p> <p>Nonfiction Authors Gail Gibbons Seymour Simon</p> <p>Additional Texts and Resources Teacher created writing pieces, using student booklets</p> <p>How-To Books <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</p>

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	<p><i>Walk On! A Guide to Taking the First Step</i> by Marla Frazee</p> <p>Question-and-Answer Books <i>Why Do Cats Meow?</i> (Penguin Young Readers) by Joan Holub <i>Why Do Dogs Bark?</i> (Penguin Young Readers) by Joan Holub</p> <p>Wonder Why series: <i>Wonder Why Stars Twinkle</i> by Carole Stott <i>I Wonder Why Penguins Can't Fly: And Other Questions About Polar Lands</i> by Pat Jacobs <i>I Wonder Why My Tummy Rumbles: And Other Questions About My Body</i> by Brigid Avison</p> <p>Stories that Teach <i>Growing Frogs</i> by Vivian French and Alison Bartlett <i>Chameleons Are Cool</i> by Martin Jenkins and Sue Shields <i>One Tiny Turtle: Read and Wonder</i> by Nicola Davies and Jane Chapman <i>The Little Kitten</i> (The Phoebe Dunn Collection) by Phoebe Dunn</p> <p>DK Readers: Jobs People Do series <i>A Day in the Life of a Firefighter</i> by Linda Hayward <i>A Day in the Life of a Doctor</i> by Linda Hayward</p>
Read-Aloud & Shared Reading	
<p>Read-Aloud goals Internalize reading behaviors (preview, make predictions, anticipate) Monitor for sense and rereading Process the text Whole class book talk</p> <p>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)</p> <p>Shared reading goals Practice using meaning, structure, visuals (MSV) to solve new words</p> <p>Shared reading process: Introduce the book and key concepts Cross-checking sources of information Word Study Fluency</p>	

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Vocabulary	
Tier 2 (Academic Vocabulary)	Tier 3 (Domain Specific Vocabulary)
audience categorize conclusion division expert feedback flexible integrate interject keywords knowledge lingo option persistence plural practice procedure subtopic topic	anchor chart chapter book chapter lead compound word consonant suffix craft explaining voices graphic organizer informational text key words mentor text multisyllabic words nonfiction open syllable past tense practice audience prefix (affix) present tense procedural writing suffix (affix) text boxes text structures vowel-consonant-e syllable vowel suffix
Suggestions for Differentiation, Scaffolding and Intervention	
<p>CT Dept. of Education Evidence-based Practice Guides – 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. 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.</p> <p>Effective Intervention Strategies for Teachers</p> <ul style="list-style-type: none"> ● 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 	

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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
- 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

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- 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.

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.