

Winchester ELA Curriculum Grade 2

Subject	Language Arts		
Grade/Course	Grade 2		
Unit of Study	Unit 5: Series Book Clubs (Book 4)/ Poetry: Big Thoughts in Small Packages (Book 4)		
Pacing	<p>Mid-March-April</p> <p>This content should be taught near the end of Grade 2. The reading & writing topics unfold over 17 & 17 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.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>RF.2.3b 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.2.3d Decode words with common prefixes and suffixes.</p> <p>RF.2.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension</p>			
<u>Reading Literature and Information</u>	<u>Writing</u>	<u>Speaking/Listening</u>	<u>Language</u>
<p>RL.2.1 Ask and answer questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> about details in a text</p> <p>RL.2.3: Character respond to major events and challenges</p> <p>RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>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>SL.2.5 Create an audio recording or use drawing, visuals to add information</p>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.5 Word meaning/nuances</p>

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](#)

<p>RL.2.6 Character point of view differences</p>		<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>L.2.6 Use words/phrases acquired through conversation/reading including adjectives/adverbs</p>
<p>Essential Questions</p>		<p>Corresponding Big Ideas</p>	
<ol style="list-style-type: none"> 1. How does studying a series help us learn about characters? 2. How do readers grow smart ideas about main characters across series? 3. How do writers use poetry to create meaning? 		<ol style="list-style-type: none"> 1. Readers collect information about how the characters in the series feel and behave, what kinds of trouble they encounter, how they respond to the trouble and what their relationships are like. 2. Readers “dig into” a series and grow ideas about the characters by collecting information about the characters and the plot. As they read across series they use this information to make predictions about individual characters and their relationship with others. 3. Poets use precise words, pattern and structure to create meaning in the poems they write. 	

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](#)

Reading Bends	Writing Bends
<p><i>*You may begin this unit by holding up a few books that represents series, books about characters such as Junie B. Jones, Fly Guy or Cam Jansen.</i></p> <p>Bend 1: This bend focuses on students working in book clubs to build and monitor meaning through discussions about stories. Students will develop ways to talk across books in their clubs while discovering that what they find in one book is often true across the entire series.</p> <p>Bend 2: This bend focuses students becoming experts on the author of the series. Readers’ learn to pay attention to author’s craft by looking at not only what an author does in the story but on the page as well. Readers do this by paying attention to language, structure and even punctuation.</p> <p>Bend 3: This bend focuses on students discovering that part of the joy of reading is sharing ideas and opinions about books with others. Readers share their opinions in many different ways (leaving little notes in books). One of the most powerful ways is to debate about a book using a skill set: determining importance, supporting reasons with examples, collecting evidence from the text, and working together to make arguments strong.</p>	<p><i>*In preparation for this unit have students reading and read to students’ poetry in the weeks leading up to it.</i></p> <p>Bend 1: This bend introduces students to the sounds and feelings of poetry by having them read poems aloud in groups, with partners, and alone. Much of the poetry will be experienced from multiple readings of the same poem.</p> <p>Bend 2: This bend focuses on how poets choose precise words, use repetition, convey feelings and create a mood.</p> <p>Bend 3: This bend focuses on structure and teaching students that poets choose structure. Students will be introduced to story poems, some are lists with twists, and some have a back-and-forth structure.</p>
Teaching Points	
Reading	Writing
<p>Bend I:</p> <ol style="list-style-type: none"> 1. Collect evidence of how characters think, act, feel. 2. Characters give clues to what kind of person he/she is 3. Characters who appear in a series have consistent character traits 4. Use what you know from series to learn more about characters 5. Predict what characters will do next 6. Learn about characters through their 	<p>Bend I:</p> <ol style="list-style-type: none"> 1. Write from different angles 2. Play with words in poems 3. Capture big ideas and feelings in small moments 4. Write poems that contain both strong feelings and concrete details 5. Check spelling <p>Bend II:</p> <ol style="list-style-type: none"> 6. Create an image using poetry 7. Create music in poetry by repeating

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](#)

<p>relationships</p> <p>Bend II:</p> <ol style="list-style-type: none"> 7. Paint vivid pictures with words 8. Use precise words to paint pictures 9. Use precise words to understand the story better 10. Make predictions based on other stories in the series 11. Punctuation and print bring stories to life 12. Ask questions about books to learn more <p>Bend III:</p> <ol style="list-style-type: none"> 13. Share books you love with others 14. Present books in special ways 15. Use book swaps 16. Re-read to support your opinions for debates 17. Use phrases to make a debate stronger 	<p>things-words, sounds, lines</p> <ol style="list-style-type: none"> 8. Create mood in poems 9. Make meaning in poems 10. Make a comparison stick <p>Bend III:</p> <ol style="list-style-type: none"> 11. Study structure and try it out in an original poem 12. Study mentor text 13. Choose structures for poems with purpose 14. Write <i>mask poems</i> 15. Revise poetry 16. Edit poetry 17. Celebrate
Word Study Topics	
<p>Unit 13: (2 weeks)*</p> <ul style="list-style-type: none"> ● Long o sound- oa, oe, ow ● Spelling option procedures for /ō/ sound ● Review suffix endings ● Trick words: Monday, Tuesday, cousin, lose, tomorrow, beautiful ● Sample words: road, doe, grown <p>Unit 14: (2 weeks)*</p> <ul style="list-style-type: none"> ● The /ou/ sound of ou and ow ● Flexibility in sound choices for reading ● Spelling generalizations of /ou/ sound ● Trick words: Wednesday, Thursday, Saturday, bought, brought, piece ● Sample words: Sample, drown, plow <p>Unit 15: (1 week of 2)*</p> <ul style="list-style-type: none"> ● The /ü/ sound- oo, ou, ue, and ew ● The /ū/ sound- ue ● Use of spelling option procedure for /ü/ and /ū/ sounds ● Trick words: January, February, July, enough, special, December ● Sample words: spoon, soup, overdue, blew, argue <p>Foundations Unit Test Scoring Guidelines</p>	

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](#)

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](#)

**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/Post assessment - Collect data on comprehension skills; You could read aloud a short story and prompt students to stop-and-jot in two or three places to capture a sample of their ideas about characters: how they act or behave, how they have changed, and lessons they've learned. At the end of</p>	<ul style="list-style-type: none"> ● Running Records (including Checklist of Reading Behaviors)* ● WPM rate benchmark chart 	<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"> ● Opinion Writing Checklist* ● Conferring notes ● Conferring Scenarios Opinion Writing* ● Student work: One or more student work samples for each writing

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](#)

<p>the unit, you can conduct a similar assessment to measure students' growth. Your second assessment can pose the same questions 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.</p> <p>Writing: Pre/Post assessment -</p> <ul style="list-style-type: none"> ● On-demand performance assessment prompt ● Opinion Writing Checklist* ● Presentation & Performance Rubrics* ● <i>Writing Pathways</i>: performance assessments for Opinion*: <ul style="list-style-type: none"> -writing rubrics -checklists -student writing sample -writing developed through the progression 		<p>session*</p> <ul style="list-style-type: none"> ● Observations of small and whole group
Learning Plan		
Researched-based Instructional Resources and Methods		
<p>The reading and writing workshop model is a researched-based instructional model: 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 		

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](#)

<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>Series Readers Become Experts on Characters Color / B&W</p> <p>Series Readers Become Experts on Author's Craft Color / B&W</p> <p>Keeping Track of Longer Books (from earlier in year) Color / B&W</p> <p>Understanding Literary Language (from earlier in year) Color / B&W</p>	<p>Reading Poetry Like a Poet Color / B&W</p> <p>Strategies Poets Use to Write Poems Color / B&W</p> <p>Poetry Decisions that Strengthen Meaning Color / B&W</p> <p>Poems Have Structures Color / B&W</p> <p>Reading a Poem with Poets' Eyes 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>Asking and answering questions about key details in a text:</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 question.
<p>Reading with purpose and meaning:</p>	<ol style="list-style-type: none"> 1. Such as to read for enjoyment, to read for a specific task, or to read to gain new information or understanding. For example, you might model how you read aloud a poem by Shel Silverstein in a jaunty beat for enjoyment. To demonstrate reading to gain new information from a text, you might model taking time to carefully preview the

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](#)

	<p>pictures and read the captions to see what information they provide, information that’s likely to be elaborated on once you start reading.</p>
Using patterns in poems:	<ol style="list-style-type: none"> 1. Have students find patterns in poems and in prose and help them understand that the author did this intentionally to achieve a certain informal effect. For example, Cynthia Rylant uses the pattern “When I was young in the mountains” to structure her picture book <i>When I Was Young in the Mountains</i> and the pattern “In November” for her text of the same title, which helps the reader have a cohesive experience of that chilly but cozy-inside month.
Using grammar, sentence structure, and vocabulary to set a mood:	<ol style="list-style-type: none"> 1. Expose students to texts that convey different moods. Reading a quiet, circular text like Philip C. Stead’s <i>Bear Tells a Story</i> alongside Caralyn Buehner’s energetic and bold <i>Superdog: The Heart of a Hero</i> will help students note the differences. Then have them examine the colors, words, and so on that are used to convey the story and mood.. Consistently advance the idea that authors use grammar, sentence structure, and vocabulary to set a mood.
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>*Days with Frog and Toad</i> by Arnold Lobel <i>Pinky and Rex and the Bully</i> by James Howe and Melissa Sweet <i>Polar Bears Past Bedtime</i> (Magic Tree House #12) by Mary Pope Osborne and Sal Murdocca <i>*The Stories Julian Tells</i>, “The Pudding Like a Night on the Sea” by Ann Cameron</p> <p>Read-Aloud and Shared Reading Texts “The Magic Penny” (song) by Malvina Reynolds *“My Very Strange Teeth” story from <i>The Stories Julian Tells</i> by Ann Cameron and Ann Strugnell</p>	<p>Mentor Texts <i>*Old Elm Speaks: Tree Poems</i> by Kristine O’Connell George and Kate Kielser Poems by Kristine O’Connell George: “Between Two Trees,” “Destiny,” “Lullaby,” “Fly Fishing in the Crystal River” “Maples in October” by Amy Ludwig VanDerwater</p> <p>Additional Texts and Resources A Handful of Great Poetry Books (CD-ROM list) A Few Good Poetry Websites for Elementary Classrooms (CD-ROM list)</p> <p>Suggested Texts and Resources <u>Collection</u> <i>Everything Is a Poem: The Best of J. Patrick Lewis</i></p>

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](#)

<p><u>Suggested Texts for Book Clubs</u></p> <p><u>Levels L/M (readers at benchmark)</u></p> <p><i>The Magic Tree House</i> series by Mary Pope Osborne and Sal Murdocca</p> <p><i>Cam Jansen</i> series by David A. Adler and Susanna Natti</p> <p><i>Junie B. Jones</i> series by Barbara Park and Denise Brunkus</p> <p><i>Horrible Harry</i> series by Suzy Kline and Frank Remkiewicz</p> <p><i>Pinky and Rex</i> series by James Howe and Melissa Sweet</p> <p><i>Ready Freddy</i> series by Abby Klein and John McKinley</p> <p><i>The Kids of the Polk Street School</i> series by Patricia Reilly Giff and Blanche Sims</p> <p><i>Miami Jackson</i> series by Patricia McKissack, Frederick McKissack, and Michel Chesworth</p> <p><i>Poppleton</i> series by Cynthia Rylant and Mark Teague</p> <p><i>Jamaica</i> series by Juanita Havill and Anne Sibley O'Brien Levels</p> <p><u>D-K (readers below benchmark)</u></p> <p><i>Frog and Toad</i> series by Arnold Lobel</p> <p><i>Iris and Walter</i> series by Elissa Haden Guest and Christine Davenier</p> <p><i>Fluffy</i> series by Kate McMullan and Mavis Smith</p> <p><i>Little Bear</i> series by Elisa Holmelund Minarik and Maurice Sendak</p> <p><i>Danny and the Dinosaur</i> series by Syd Hoff</p> <p><i>Mr. Putter and Tabby</i> series by Cynthia Rylant and Arthur Howard</p> <p><i>Biscuit</i> series by Alyssa Satin Capucilli and Pat Schories</p> <p><i>Little Critter</i> series by Mercer Mayer</p> <p><i>Fly Guy</i> series by Tedd Arnold</p> <p><i>Brand New Reader</i> series by various authors</p> <p><u>Levels N-P (readers above benchmark)</u></p> <p>*<i>The Stories Julian Tells</i> series by Ann Cameron and Ann Strugnell</p> <p><i>The Secrets of Droon</i> series by Tony Abbott and Tim Jessell</p>	<p><u>Poems</u></p> <p>"Way Down in the Music," by Eloise Greenfield from <i>Honey, I Love and Other Love Poems</i></p> <p>"Why Poetry" by Lee Bennett Hopkins from <i>Falling Down the Page</i></p> <p>"Poem [2]" from <i>The Collected Poems of Langston Hughes</i> by Langston Hughes</p> <p>"Everything Is a Poem," from <i>Everything Is a Poem: The Selected Best of J. Patrick Lewis</i>.</p> <p>"Go Wind," by Lilian Moore from <i>I Feel the Same Way</i></p> <p>"Valentine for Ernest Mann," by Naomi Shihah Nye from <i>Red Suitcase</i></p> <p>"Robin" and "Waiting Room Fish," by Amy Ludwig VanDerwater</p> <p>"Pencil Sharpener," "Ceiling," "Inside My Heart," by Zoë Ryder White</p> <p>"Aquarium" by Valerie Worth from <i>All the Small Poems and Fourteen More</i></p> <p>"Owl Moon Haiku," by Jane Yolen</p> <p>Resources for Teachers</p> <p><i>The Writing Life</i> by Annie Dillard</p> <p><i>A Note Slipped Under the Door: Teaching from Poems We Love</i> by Nick Flynn and Shirley McPhillips</p> <p><i>For the Good of the Earth and Sun: Teaching Poetry</i> by Georgia Heard</p> <p><i>Making Your Own Days: The Pleasures of Reading and Writing Poetry</i> by Kenneth Koch</p> <p><i>A Poetry Handbook: A Prose Guide to Understanding and Writing Poetry</i> by Mary Oliver</p> <p>The Poem Farm: Growing Poetry & Lessons, blog by Amy Ludwig VanDerwater http://www.poemfarm.amylv.com/</p> <p>Poetry Foundation https://www.poetryfoundation.org/poems/browse#page=1&sort by=recently added&filter poetry children=1</p> <p>Author Kristine O'Connell George's Website http://kristinegeorge.com/poetry_aloud.html</p>
--	--

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](#)

<p><i>A–Z Mysteries</i> series by Ron Roy and John Steven Gurney</p> <p><i>Jigsaw Jones Mystery</i> series by James Preller and John Speirs</p> <p><i>Zack Files</i> series by Dan Greenburg and Jack E. Davis</p> <p><i>Amber Brown</i> series by Paula Danziger and Tony Ross</p> <p><i>Amazing Monty</i> series by Johanna Hurwitz and Anik McGrory</p> <p><i>Ivy and Bean</i> series by Annie Barrows and Sophie Blackall</p> <p><i>Ramona</i> series by Beverly Cleary and Jacqueline Rogers</p> <p><i>Encyclopedia Brown</i> series by Donald J. Sobol</p> <p>Other Resources</p> <p>“A Sunday Afternoon on the Island of La Grande Jatte, painting by George Seurat*</p>	<p>Author Renee LaTulippe’s Website https://www.nowaterriver.com/</p> <p>Poetry for Children Blog Spot http://poetryforchildren.blogspot.com/</p> <p>Children’s Poetry Archive https://childrens.poetryarchive.org/</p> <p>Poems for Kids https://poets.org/poems-kids</p>
Read-Aloud & Shared Reading	
<p>Read-Aloud goals</p> <p>Internalize reading behaviors (preview, make predictions, anticipate)</p> <p>Monitor for sense and re-reading</p> <p>Process the text</p> <p>Whole-class book talk</p> <p>Read-Aloud process:</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>Shared reading goals</p> <p>Practice using meaning, structure, visuals (MSV) to solve new words</p> <p>Shared reading process:</p> <p>Introduce the book and key concepts</p> <p>Cross-checking sources of information</p> <p>Word Study</p> <p>Fluency</p>	
Vocabulary	
Tier 2 (Academic Vocabulary)	Tier 3 (Domain Specific Vocabulary)
<p>character</p> <p>debating</p> <p>relationship</p>	<p>author’s craft</p> <p>moody</p> <p>poetry</p>

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](#)

vivid	point of view precise repetition series structures
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.</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 	
<p>Meeting Students’ Needs Through Scaffolding</p>	
<ul style="list-style-type: none"> ● 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 	
<p>Supporting Struggling Readers</p>	
<ul style="list-style-type: none"> ● 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 	
<p>Assistive Technology</p>	
<p>Writing:</p>	

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](#)

- 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
- 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.

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](#)