

RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts

Grade: 2

Reading Standards: Foundational Skills (RF)

Foundational Skills: These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention.

*MPCL – Maine Partnership in Comprehensive Literacy

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Phonics and Word Recognition</p> <p>Suggested Readings: <i>The Continuum of Literacy Learning (Grades PreK- 2)</i>. Pages 124-125</p> <p>Letter/Sound Relationships</p> <ul style="list-style-type: none"> • Recognize and use long and short vowels in words. • Recognize and use letter combinations that represent long vowel sounds. <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Write and read 156 high-frequency words automatically. <p>Word Structure-Base Words</p> <ul style="list-style-type: none"> • Remove the ending from a base word to make a new word. <p>Prefixes</p> <ul style="list-style-type: none"> • Recognize and use common prefixes. 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades PreK- 2)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Phonics Lessons Grade 2</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners</i>. Linda Dorn</p> <p><i>Apprenticeship in Literacy</i>. Linda J. Dorn, Cathy French & Tommy Jones</p>

<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Guided Reading <i>Planning for Word Work after Guided Reading</i></p> <ul style="list-style-type: none"> Recognize a few easy high-frequency words. Recognize and make a few easy CVC words. <p>Fluency Guided Reading Text Gradient and Instructional Level Expectations: Levels J-M/N (End of Year Benchmark M/N). Maintaining Fluency Suggested Readings: <i>Guiding Readers and Writers 3-6</i>. Pages 313, 315-316, and 354-355</p> <ul style="list-style-type: none"> Demonstrate phrased, fluent oral reading. Read dialogue with phrasing and expression that reflects understanding of characters and events. Demonstrate awareness of the function of the full range of punctuation. Demonstrate appropriate stress on words, pausing and phrasing, intonation and use of punctuation. Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing. Use multiple sources of information in a way that supports fluency. Read silently and orally at an appropriate rate, not too fast and not too slow. <p>Adjusting</p>	<p><i>Organizing For Literacy</i>. DVD. Dorn & Soffos</p> <p>Assessments:</p> <ul style="list-style-type: none"> AIMS Web Assessment Fountas & Pinnell Benchmark Assessment System <p>MPCL-Framework:</p> <ul style="list-style-type: none"> Reading Workshop Writing Workshop Language Study Word Study Coaching Model <p>Resources: <i>The Continuum of Literacy Learning</i> (Grades Prek-2). Gay Su Pinnell & Irene Fountas</p> <p><i>Guiding Readers and Writers 3-6</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Phonics Lessons Grade 2</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Sing A Song of Poetry</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>The Fluent Reader</i>. Timothy Rasinski</p> <p><i>Guided Reading: Good First Teaching for All Children</i>. Gay Su Pinnell & Irene C. Fountas</p>
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	<ul style="list-style-type: none"> • Slow down to search for information and resume normal pace of reading again. • Demonstrate different ways of reading fiction and non-fiction texts. • Demonstrate adjustment of reading for simple biographies. • Reread to solve words of think about ideas and resume good rate of reading. • Realize that meaning must be derived from illustrations (usually combined with print) in graphic texts. 	<p><i>Read It Again!: Revisiting Shared Reading.</i> Brenda Parkes</p> <p><i>Apprenticeship in Literacy.</i> Linda J. Dorn, Cathy French & Tommy Jones</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><i>Organizing For Literacy.</i> DVD. Dorn & Soffos</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • AIMSweb • Fountas & Pinnell Benchmark Assessment System • Grade 2 Writing Proficiency Guide
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Reading Standards for Literature (RL)

Grade: 2

Reading Standards: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

***MPCL – Maine Partnership in Comprehensive Literacy**

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p><u>Reading Standards for Literature</u> Key Ideas and Details</p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>3. Describe how characters in a story respond to major events and challenges.</p>	<p><u>Reading Standards for Literature</u> Key Ideas and Details</p> <p><i>Interactive Read-Aloud, Shared Reading and Literature Discussion</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Notice and remember facts, concepts, or ideas from a text. • Identify important ideas in a text and report them in an organized way, either orally or in writing. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Infer characters' feelings and motivations from description, what they do or say, and what others think about them. <p>Oral, Visual, and Technological Communication</p> <ul style="list-style-type: none"> • Ask clear questions for clarification to gain information. <p><i>Guided Reading</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Identify important ideas in a text and report 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning</i> (Grades Prek- 2). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers 3-6.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guided Reading: Good First Teaching For All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Apprenticeship in Literacy.</i> Linda J Dorn, Cathy French, and Tammy Jones</p> <p><i>Read It Again!:</i> Revisiting Shared</p>

<p>Craft and Structure 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>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>them in an organized way, either orally or in writing.</p> <p><i>Thinking Within the Text/ Summarizing</i></p> <ul style="list-style-type: none"> Identify important ideas in a text and report them in an organized way, either orally or in writing. Demonstrate understandings of character, using evidence from text to support statements. <p><i>Selecting Texts Genre/Forms</i></p> <ul style="list-style-type: none"> Traditional literature (folktales, fables). <p>Craft and Structure Suggested Readings: <i>The Continuum of Literacy Learning (Grades PreK- 2)</i>. Pages 112-113.</p> <p>Shared and Performance Reading Thinking About the Text</p> <ul style="list-style-type: none"> Notice language that has potential for shared and performance reading. Begin to understand the subtle changes in meaning that a writer can convey through 	<p><i>Reading</i>. Brenda Parkes</p> <p><i>Reading & Writing In the Primary Grades</i>. Nell K. Duke, Ed. D. and V. Susan Bennett-Armistead. <i>Snapshots</i>. Linda Hoyt</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K- 2</i>. Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Reading for Meaning</i>. Debbie Miller</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners</i>. Linda Dorn</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> Fountas & Pinnell Benchmark System Grade 2 Writing Proficiency Guide <p><u>*MPCL-Framework:</u></p> <ul style="list-style-type: none"> Reading Workshop Writing Workshop Language Workshop Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades PreK- 2)</i>. Gay Su Pinnell & Irene C. Fountas</p>
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<p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>word choice.</p> <ul style="list-style-type: none"> • Recognize and identify parts of stories, such as beginning, series of events, and endings <p>Oral, Visual, Technological Communication Suggested Readings: <i>The Continuum of Literacy Learning (Grades PreK- 2)</i>. Pages 122</p> <p><i>Presentation, Ideas and Content</i></p> <ul style="list-style-type: none"> • Recite poems or tell stories with effective use of intonation and word stress to emphasize important ideas, engage listeners’ interest, and show character traits. 	<p><i>Guiding Readers and Writers 3-6</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guided Reading: Good First Teaching For All Children</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Apprenticeship in Literacy</i>. Linda J Dorn, Cathy French, and Tammy Jones</p> <p><i>Read It Again!: Revisiting Shared Reading</i>. Brenda Parkes</p> <p><i>Reading & Writing In the Primary Grades</i>. Nell K. Duke, Ed. D. and V. Susan Bennett-Armistead</p> <p><i>Snapshots</i>. Linda Hoyt. Teaching for Deep Comprehension Linda Dorn & Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K- 2</i>. Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Reading for Meaning</i>. Debbie Miller</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners</i>. Linda Dorn</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 2 Writing Proficiency Guide
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<p>Integration of Knowledge and Ideas 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Integration of Knowledge and Ideas Shared and Performance Reading</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Use details from illustrations to contribute to text interpretation. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Compare different versions of the same story, rhyme, or traditional tale. 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades Prek- 2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers 3-6.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guided Reading: Good First Teaching For All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Apprenticeship in Literacy.</i> Linda J Dorn, Cathy French, and Tammy Jones. <i>Read It Again!: Revisiting Shared</i></p> <p><i>Reading.</i> Brenda Parkes <i>Sing A Song of Poetry.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Reading & Writing In the Primary Grades.</i> Nell K. Duke, Ed. D. and V. Susan Bennett-Armistead</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p>
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<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Range of Reading and Level of Text Complexity Interactive Read-Aloud, Shared Reading and Literature Discussion Suggested Readings: <i>The Continuum of Literacy Learning (Grades PreK- 2)</i>. Pages 110-111</p> <p>Selecting Texts and Genres/Forms Informational texts <i>Content</i></p> <ul style="list-style-type: none"> • Some scientific and technical topics. <p>Text Gradient and Instructional Level Expectations: Levels J-M/N (End of Year Benchmark Grade 2 M/N)</p> <p>Suggested Readings: <i>The Continuum of Literacy Learning (Grades PreK- 2)</i>. Pages 127-185</p>	<p>Assessments:</p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 2 Writing Proficiency Guide <p>MPCL-Framework:</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p>Resources: <i>The Continuum of Literacy Learning (Grades PreK- 2)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers 3-6</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guided Reading: Good First Teaching For All Children</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Read It Again!: Revisiting Shared Reading</i>. Brenda Parkes</p> <p><i>Reading & Writing Informational Text in the Primary Grades</i>. Nell K. Duke</p> <p><i>Nonfiction in Focus</i>. Janice V. Kristo and Rosemary Bamford</p>
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<p><u>Reading Standards for Informational Text (RI)</u></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 	<p><u>Reading Standards for Informational Text (RI)</u></p> <p>Key Ideas and Details <i>Interactive Read-Aloud, Shared Reading and Literature Discussion</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Notice and remember facts, concepts, or ideas from a text. • Notice and remember facts, concepts, or ideas from a text. • Relate important ideas in the text to each other and to ideas in other texts. <p>Oral, Visual, and Technological Communication <i>Extended Discussion</i></p> <ul style="list-style-type: none"> • Ask clear questions for clarification to gain 	<p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K- 2.</i> Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 2 Writing Proficiency Guide <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades PreK- 2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers 3-6.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guided Reading: Good First Teaching</i></p>
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<p>Craft and Structure 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>5. Know and use various text features (e.g.,</p>	<p>information.</p> <p>Guided Reading <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Identify important ideas in a text and report them in an organized way, either orally or in writing. • Follow and remember a series of events over a longer text in order to understand the ending. • Identify important ideas in a text and report them in an organized way, either orally or in writing. <p><i>Thinking Beyond the Text</i> <i>Making Connections</i></p> <ul style="list-style-type: none"> • Specify the nature of connections (topic, content, type of story, writer). <p>Craft and Structure Interactive Read-Aloud, Shared Reading and Literature Discussion <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Recognize and actively work to solve new vocabulary words. 	<p><i>For All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Read It Again!: Revisiting Shared Reading.</i> Brenda Parkes</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Reading & Writing Informational Text In the Primary Grades.</i> Nell K. Duke, Ed. D. and V. Susan Bennett-Armistead</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K- 2.</i> Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 2 Writing Proficiency Guide <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study
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<p>captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Guided Reading <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary. • Use the context of a sentence, paragraph, or whole text to determine the meaning of a word. <p>Guided Reading <i>Searching for and Using Information</i></p> <ul style="list-style-type: none"> • Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures). • Use readers' tools (table of contents, headings, glossary, chapter titles and author's notes) to gather information. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Identify the author's explicitly stated purpose. 	<ul style="list-style-type: none"> • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades PreK- 2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guided Reading: Good First Teaching For All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Read It Again!: Revisiting Shared Reading.</i> Brenda Parkes</p> <p><i>Reading & Writing Informational Text in the Primary Grades.</i> Nell K. Duke</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K- 2.</i> Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 2 Writing Proficiency Guide
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<p>Integration of Knowledge and Ideas 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Integration of Knowledge and Ideas Interactive Read-Aloud, Shared Reading and Literature Discussion <i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Talk about the connections between the illustrations and the text. • Recognize how the writer has placed ideas in the text and in the graphics. <p>Interactive Read-Aloud and Literature Discussion <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Support Thinking Beyond the Text with specific evidence based on personal experience or knowledge or evidence from the text. <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Relate important ideas in the text to each other and to ideas in other texts. <p>Oral, Visual, and Technological Communication <i>Listening and Understanding</i></p> <p>Guided Reading <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary. • Use the context of a sentence, paragraph, or whole text to determine the meaning of a word. <p><i>Searching for and Using Information</i></p>	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades PreK- 2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Reading & Writing Informational Text in the Primary Grades.</i> Nell K. Duke</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K- 2.</i> Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 2 Writing Proficiency Guide
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<p>Range of Reading and Level of Text Complexity 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> • Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures). • Use readers’ tools (table of contents, headings, glossary, chapter titles and author’s notes) to gather information. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Identify the author’s explicitly stated purpose. <p>Oral, Visual, and Technological Communication</p> <p><i>Listening and Understanding</i></p> <ul style="list-style-type: none"> • Understand and interpret information presented in visual media. <p><i>Content</i></p> <ul style="list-style-type: none"> • Provide reasons and argue for a point, using evidence. <p>Range of Reading and Level of Text Complexity Interactive Read-Aloud, Shared Reading and Literature Discussion</p> <p><i>Selecting Texts</i> <i>Genres/Forms</i></p> <ul style="list-style-type: none"> • Informational texts <p><i>Content</i></p> <ul style="list-style-type: none"> • Some scientific and technical topics <p>Guided Reading Text Gradient and Instructional Level Expectations: J-M/N (End of Year Benchmark Grade 2</p>	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades PreK- 2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Reading & Writing Informational Text in the Primary Grades.</i> Nell K. Duke</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K- 2.</i> Gay Su Pinnell & Patricia L. Scharer</p>
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	<p>M/N)</p> <p>Suggested Readings: <i>The Continuum of Literacy Learning (Grades PreK- 2)</i>. Pages 127-185</p>	<p><i>Shaping Literate Minds: Developing Self-Regulated Learners</i>. Linda Dorn</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none">• Fountas & Pinnell Benchmark Assessment System• Grade 2 Writing Proficiency Guide
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Writing Standards (W)

Grade : 2

Writing Standards: The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understanding mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

*MPCL – Maine Partnership in Comprehensive Literacy

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Text Types and Purposes</p> <p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Text Types and Purposes</p> <p>Writing about Reading</p> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Write opinions about a text and back them up with specific information or reasons. <p>Writing</p> <p><i>Craft</i></p> <p><i>Organization</i></p> <p><i>Presentation of Ideas</i></p> <ul style="list-style-type: none"> • Bring a piece to closure through an ending or summary statement. <p><i>Selecting Purpose and Genre</i></p> <p><i>Informational</i></p> <ul style="list-style-type: none"> • Write pieces of writing that are interesting and enjoyable to read. • Write about a topic keeping the audience and their interests and knowledge in mind. • Provide interesting details around a topic. 	<p>MPCL-Framework:</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p>Resources:</p> <p><i>The Continuum of Literacy Learning.</i> PreK-2. Fountas & Pinnell</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas & Pinnell</p> <p><i>Units of Study Primary Writing K-2.</i> Calkins</p> <p><i>Writing Workshop: The Essential Guide.</i> Fletcher & Portalupi</p> <p><i>Apprenticeship in Literacy;</i></p>

<p>Production and Distribution of Writing 4. (Begins in grade 3)</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><i>Selecting Purpose and Genre</i> <i>Narrative</i></p> <ul style="list-style-type: none"> • Write an engaging beginning and a satisfying ending to stories. • Tell details about the most important moments in a story or experience while eliminating unimportant details. <p><i>Craft</i> <i>Organization</i> <i>Text Structure</i></p> <ul style="list-style-type: none"> • Write a text that is narrative ordered by time. <p>Production and Distribution of Writing Writing <i>Writing Process</i> <i>Drafting/Revising</i> <i>Understanding the process</i></p> <ul style="list-style-type: none"> • Understand the role of the writing conference in helping writers. • Understand that other writers can be helpful in the process. • Change writing in response to peer or teacher feedback. <p><i>Conventions</i> <i>Handwriting/Word-Processing</i></p> <ul style="list-style-type: none"> • Begin to develop efficient keyboarding skills. • Use word-processor to plan, draft, revise and edit, and publish documents. 	<p><i>Transitions Across Reading and Writing.</i> Dorn & Soffos</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Buckner</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Benchmark Assessment System. Fountas & Pinnell • Grade 2 Writing Proficiency Guide <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning.</i> PreK-2. Fountas & Pinnell</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas & Pinnell</p> <p><i>Units of Study Primary Writing K-2.</i> Calkins</p> <p><i>Writing Workshop: The Essential Guide.</i> Fletcher & Portalupi</p> <p><i>Apprenticeship in Literacy;</i></p>
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<p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>9.(Begins in grade 4)</p>	<p>Research to Build and Present Knowledge</p> <p>Writing</p> <p><i>Selecting Purpose and Genre</i></p> <p><i>Functional</i></p> <ul style="list-style-type: none"> • Understand procedural writing (how-to) as a list of sequential directions for how to do something and lists of what is needed. <p><i>Writing Process</i></p> <p><i>Oral Language</i></p> <ul style="list-style-type: none"> • Generate and expand ideas through talk with peers and teacher. <p><i>Gathering Seeds./Resources/Experimenting with Writing</i></p> <ul style="list-style-type: none"> • Gather information for writing. <p><i>Craft</i></p> <p><i>Presentation</i></p> <ul style="list-style-type: none"> • Tell about experiences or topics the way one would talk about them to others. 	<p><i>Transitions Across Reading and Writing.</i> Dorn & Soffos</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Buckner</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Grade 2 Writing Proficiency Guide <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning.</i> PreK-2. Fountas & Pinnell</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas & Pinnell</p> <p><i>Units of Study Primary Writing K-2.</i> Calkins</p> <p><i>Writing Workshop: The Essential Guide.</i> Fletcher & Portalupi</p> <p><i>Apprenticeship in Literacy; Transitions Across Reading and Writing.</i> Dorn & Soffos</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Buckner</p>
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<p>Range of Writing 10. (Begins in grade 3)</p>		<p><u>Assessments:</u></p> <ul style="list-style-type: none">• Benchmark Assessment System. Fountas & Pinnell• Grade 2 Writing Proficiency Guide
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Speaking and Listening Standards (SL)

Grade: 2

Speaking and Listening Standards: The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Comprehension and Collaboration</p> <p><i>Oral, Visual, and Technological Communication</i></p> <p><i>Speaking and Listening</i></p> <p><i>Social Interaction</i></p> <ul style="list-style-type: none"> • Speak at an appropriate volume-not too loud but loud enough to be heard and understood by others. • Enter a conversation appropriately. • Engage in turn-taking of conversation. • Use appropriate ways of getting a turn. <p><i>Extended Discussion</i></p> <ul style="list-style-type: none"> • Listen to and build on the talk of others. • Ask questions for clarification to gain information. • Participate actively in whole-class and small-group discussions. • Form clear questions to gain information. • Use grade level-appropriate specific vocabulary when talking about texts (title, 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning. PreK-2. Fountas & Pinnell</i></p> <p><i>Guiding Readers and Writers 3-6. Fountas & Pinnell</i></p> <p><i>Units of Study Primary Writing K-2. Calkins</i></p> <p><i>Writing Workshop: The Essential Guide. Fletcher & Portalupi</i></p> <p><i>Apprenticeship in Literacy; Transitions Across Reading and Writing. Dorn & Soffos</i></p>

<p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>author).</p> <ul style="list-style-type: none"> • Ask clear questions during small-group and whole-class discussions. <p><i>Speaking and Listening</i> <i>Listening and Understanding</i></p> <ul style="list-style-type: none"> • Listen with attention and understanding to oral reading of stories, poems and informational texts. • Listen attentively to presentations by the teacher and fellow students and be able identify the main idea. <p><i>Interactive Read-Aloud and Literature Discussion</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Self-monitor understanding and ask questions when meaning is lost or understanding is interrupted. 	<p><i>Notebook Know-How: Strategies for the Writer’s Notebook.</i> Buckner</p> <p><i>Shaping Literate Minds Developing Self-Regulated Learners.</i> Dorn. <i>Teaching for Deep Comprehension: A Reading Workshop Approach.</i> Dorn</p> <p><i>Read it Again! Revisiting Shared Reading.</i> Parkes</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Benchmark Assessment System. Fountas & Pinnell • Grade 2 Writing Proficiency Guide
<p>Presentation of Knowledge and Ideas</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p>	<p>Presentation of Knowledge and Ideas <i>Oral, Visual, and Technological Communication</i> <i>Speaking and Listening</i> <i>Content</i></p> <ul style="list-style-type: none"> • Explain and describe people, events, and objects. • Describe similarities and differences between people, places, events and objects. • Predict and recall stories or events. <p><i>Social Interaction</i></p> <ul style="list-style-type: none"> • Speak at an appropriate volume-not too 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning.</i> PreK-2. Fountas & Pinnell</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas & Pinnell</p>

	<p>loud but loud enough to be heard and understood by others.</p> <p><i>Presentation</i></p> <p><i>Media</i></p> <ul style="list-style-type: none"> • Use visual displays as appropriate (diagrams, charts, illustrations). • Use illustrations as appropriate to communicate meaning. • Identify and acknowledge sources of information included in oral presentations. <p><i>Presentation</i></p> <p><i>Voice</i></p> <ul style="list-style-type: none"> • Show enthusiasm when speaking about a topic. • Show confidence when presenting. • Tell stories in a interesting way. <p><i>Conventions</i></p> <ul style="list-style-type: none"> • Speak at an appropriate volume to be heard when addressing large and small groups. • Enunciate words clearly. <p><i>Word Choice</i></p> <ul style="list-style-type: none"> • Use language appropriate to oral presentation words (rather than literary language or slang). 	<p><i>Units of Study Primary Writing K-2.</i> Calkins</p> <p><i>Writing Workshop: The Essential Guide.</i> Fletcher & Portalupi</p> <p><i>Apprenticeship in Literacy; Transitions Across Reading and Writing.</i> Dorn & Soffos</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Buckner</p> <p><i>Shaping Literate Minds Developing Self-Regulated Learners.</i> Dorn</p> <p><i>Teaching for Deep Comprehension: A Reading Workshop Approach.</i> Dorn</p> <p><i>Read it Again! Revisiting Shared Reading.</i> Parkes</p>
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Language Standards (L)

Grade: 2

Language Standards: The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understanding that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

***MPCL – Maine Partnership in Comprehensive Literacy**

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework Resources/Assessments
<p>Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Conventions of Standard English <i>Phonics, Spelling, and Word Study</i> <i>Word Structure</i> <i>Plurals</i></p> <ul style="list-style-type: none"> • Understand the concept of plurals and plural forms: adding <i>-s</i>; adding <i>-es</i>; changing spelling. <p><i>Verb Endings</i></p> <ul style="list-style-type: none"> • Recognize and form present and past tense by using endings; form present participle by adding <i>-ing</i>; make a verb past tense. • Recognize and use endings <i>-er</i> to a verb to make a noun, <i>-er</i> to a verb that ends with a short vowel and a consonant, <i>-r</i> to a verb that ends in silent r, <i>-er</i> to a verb ending in y. <p>Writing <i>Conventions</i></p>	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning.</i> PreK-2. Fountas & Pinnell</p> <p><i>Phonics Lessons: Letters, Words, and How They Work.</i> Grade 2. Fountas & Pinnell</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas & Pinnell</p> <p><i>Units of Study Primary Writing K-2.</i> Calkins</p>

<p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of</p>	<p><i>Grammar</i></p> <ul style="list-style-type: none"> • Write complete sentences. • Use a range of complete sentences (declarative, interrogative, exclamatory). <p><i>Conventions</i></p> <p><i>Capitalization</i></p> <ul style="list-style-type: none"> • Use capital letters appropriately to capitalize days, months, cities, states. • Use capitals for names of people and places. <p><i>Punctuation</i></p> <ul style="list-style-type: none"> • Use apostrophes in contractions and possessives. • Use commas to identify a series. <p><i>Spelling</i></p> <ul style="list-style-type: none"> • Use knowledge of phonogram patterns to generate multisyllabic words. <p>Knowledge of Language <i>Oral, Visual, and Technological</i> <i>Communication</i> <i>Presentation</i> <i>Conventions</i></p>	<p><i>Writing Workshop: The Essential Guide.</i> Fletcher & Portalupi</p> <p><i>Apprenticeship in Literacy; Transitions Across Reading and Writing.</i> Dorn & Soffos</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Buckner</p> <p><i>Shaping Literate Minds Developing Self-Regulated Learners.</i> Dorn</p> <p><i>Teaching for Deep Comprehension: A Reading Workshop Approach.</i> Dorn</p> <p><i>Read it Again! Revisiting Shared Reading.</i> Parkes</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Benchmark Assessment System. Fountas & Pinnell • Grade 2 Writing Proficiency Guide <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study
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<p>English.</p>	<ul style="list-style-type: none"> • Vary language according to purpose. <p><i>Word Choice</i></p> <ul style="list-style-type: none"> • Use words that describe. • Use language appropriate to oral presentation words (rather than literary language or slang). • Use content-specific words when needed to explain a topic. 	<ul style="list-style-type: none"> • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning. PreK-2. Fountas & Pinnell</i></p> <p><i>Phonics Lessons: Letters, Words, and How They Work. Grade 2. Fountas & Pinnell</i></p> <p><i>Guiding Readers and Writers 3-6. Fountas & Pinnell</i></p> <p><i>Units of Study Primary Writing K-2. Calkins</i></p> <p><i>Writing Workshop: The Essential Guide. Fletcher & Portalupi</i></p> <p><i>Apprenticeship in Literacy; Transitions Across Reading and Writing. Dorn & Soffos</i></p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook. Buckner</i></p> <p><i>Shaping Literate Minds Developing Self-Regulated Learners. Dorn</i></p> <p><i>Teaching for Deep Comprehension: A Reading Workshop Approach. Dorn</i></p> <p><i>Read it Again! Revisiting Shared Reading. Parkes</i></p> <p><u>Assessments:</u></p>
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<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy</p>	<p>Vocabulary Acquisition and Use</p> <p><i>Interactive Read-Aloud and Literature Discussion</i></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> Recognize new meanings for known words by using context. Recognize and actively work to solve new vocabulary words. <p><i>Phonics, Spelling and Word Study</i></p> <p><i>Word Structure</i></p> <p><i>Base Words</i></p> <ul style="list-style-type: none"> Remove the ending from a base word to make a new word. <p><i>Prefixes</i></p> <ul style="list-style-type: none"> Recognize and use common prefixes. <p><i>Word Solving Actions</i></p> <ul style="list-style-type: none"> Use parts of compound words to solve a word and derive them meaning. Recognize base words. <p><i>Word Meaning</i></p> <ul style="list-style-type: none"> Recognize and use words with multiple meanings. <p><i>Oral, Visual, and Technological Communication</i></p> <p><i>Presentation</i></p>	<ul style="list-style-type: none"> Benchmark Assessment System. Fountas & Pinnell Grade 2 Writing Proficiency Guide <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> Reading Workshop Writing Workshop Language Study Word Study Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning.</i> PreK-2. Fountas & Pinnell</p> <p><i>Phonics Lessons: Letters, Words, and How They Work.</i> Grade 2. Fountas & Pinnell</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas & Pinnell</p> <p><i>Units of Study Primary Writing K-2.</i> Calkins</p> <p><i>Writing Workshop: The Essential Guide.</i> Fletcher & Portalupi</p> <p><i>Apprenticeship in Literacy; Transitions Across Reading and Writing.</i> Dorn & Soffos</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Buckner</p>
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<p>or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>Word Choice</p> <ul style="list-style-type: none"> • Use language from stories and informational texts when retelling stories or making a report. • Use words that describe (adjectives and adverbs). • Use language appropriate to oral presentation words (rather than literary language or slang). • Use content-specific words when needed to explain a topic. <p>Writing about Reading <i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Notice and sometimes use interesting language from a text. 	<p><i>Shaping Literate Minds Developing Self-Regulated Learners.</i> Dorn</p> <p><i>Teaching for Deep Comprehension: A Reading Workshop Approach.</i> Dorn</p> <p><i>Read it Again! Revisiting Shared Reading.</i> Parkes</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Benchmark Assessment System. Fountas & Pinnell • Grade 2 Writing Proficiency Guide
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