

	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? <a href="#">Curriculum document Common Core</a>	Weekly Stories	Vocabulary/ Vocab Activity <a href="#">Activities</a> <a href="#">Activities II</a>	Thoughtful Ed./ Student Engagement <a href="#">www.marshall.kyschools.us/</a> <a href="#">www.muhenberg.kyschools.us/?q=node/61</a> <a href="#">Engagement Cube</a> <a href="#">Cube II (examples)</a>	Literacy/Reading in the Content <a href="#">Literacy Ideas</a>	Formative/ Summative Assessment <i>F –Formative</i> <i>S-Summative</i> <a href="#">www.act.org/standards/guides/explore/Strategies</a> <a href="#">More Ideas</a>	Differentiation <i>T-Task</i> <i>S-Special Needs</i> <i>G-Gifted/Accel.</i> <a href="#">http://serge.ccsso.org/Ideas</a> <a href="#">9 Types</a> <a href="#">Big Explanation Tool</a> <a href="#">MAP Site</a> Reading Differentiation K-5	Technology <a href="#">50 Ideas</a>  Resources- Text, sites,...
1	<b>RL 2.2</b> <b>I can identify fables and folktales and tell what culture they come from.</b>  <i>How do you know the lesson of the story?</i>	3.3- Anansi Goes Fishing	Recount, central message/main idea, moral, lesson, details  <b>Frayer Model</b> – High Frequency words, amazing words, Concept words	<b>Learning with Others:</b> KWL Charts  <b>Personal Response/Choice:</b> Deep Processing Organizer, Task Rotation	Building Background, Graphic Organizers, Writing the Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers	<b>Formative:</b> Exit Slip  Compare a folktale to nonfiction text	KWL Charts, Accelerated Reader/Leveled Readers, Centers: Fluency, comprehension, writing, vocabulary, phonics  <b>Frayer Model</b> <b>Green:</b> High Frequency words Blue: amazing words, Yellow: Concept words	Turning Point, Pearson Success Net
2	<b>RL 2.3</b> <b>I can tell the traits of a character.</b>  <b>I can identify events and problems of a story.</b>  <i>What do good readers do?</i>	3.1 – Pearl and Wagner	Character, event, challenge  <b>Fist-to-Five Quick Write</b> – students brainstorm 5 adjectives to describe the character. Then use the notes to write a character description with correct, complete sentences	<b>Learning with Others and Emotional/Intellectual Safety:</b> Discussions  <b>Authenticity:</b> Graphic Organizer, Venn Diagram  <b>Personal Response/Choice:</b> Task Rotation	Building Background, Graphic Organizers, Writing the Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers	<b>Summative:</b> Selection Test – answer 2 short answer questions with complete sentence  Unit Test	Accelerated Reader/Leveled Readers, Centers: Fluency, comprehension, writing, vocabulary, phonics  Task Rotation – writing answers in complete sentences	Turning Point, PowerPoint, iPad Apps
3	<b>RL 2.5</b> <b>I can describe the beginning, middle, and end of a story.</b>  <i>Why did the author write this story?</i>	All Stories	Introduce, character, setting, action  <b>Charades</b>	<b>Authenticity:</b> Graphic Organizer  <b>Learning with Others and Emotional/Intellectual Safety:</b> Discussions	Building Background, Graphic Organizers, Writing the Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers	<b>Summative:</b> Selection Test answer 2 short answer questions with complete sentence Unit Test	Accelerated Reader/Leveled Readers, Centers: Fluency, comprehension, writing, vocabulary, phonics	Turning Point; Pearson Success Net; Accelerated Reader; Read, Write, Think, SmartBoard Notebook, Powerpoint

4	<p><b>RL 2.6</b>  <b>I can identify who is speaking in a story.</b></p> <p><i>What makes a great story?</i></p>	All Stories	<p>Point of view, dialogue</p> <p><b>Frayer Model</b> High Frequency words, amazing words, Concept words</p>	<p><b>Authenticity and Personal Response:</b> Anticipation Guide</p> <p><b>Personal Response and Novelty:</b> Etch-A-Sketch</p>	Building Background, Graphic Organizers, Writing the Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers	<b>Formative:</b> Teacher Observation Checklist	<p>Accelerated Reader/Leveled Readers, Centers: Fluency, comprehension, writing, vocabulary, phonics</p> <p><b>Frayer Model Green:</b> High Frequency words  Blue: amazing words, Yellow: Concept words</p>	Accelerated Reader, iPads, Pearson Success Net, Starfall, Quia.com
5	<p><b>RL 2.7</b>  <b>I can use information from pictures and words used in print or digital test to help me understand the characters.</b></p> <p><b>I can use information from pictures and words used in print or digital test to help me understand the setting.</b></p> <p><b>I can use information from pictures and words used in print or digital test to help me understand the plot.</b></p> <p><i>How does the author's choice of pictures impact your reading?</i></p>	3.1 – Pearl and Wagner 3.2- Dear Juno 3.3 Anansi Goes Fishing	<p>Illustration, character, setting, plot</p> <p><b>Triple-Entry Journal</b> High Frequency words, amazing words, Concept words</p>	<p><b>Personal Response:</b> Journal Entry</p> <p><b>Personal Response/Choice:</b> Task Rotation</p> <p><b>Choice/Sense of Audience:</b> Mind's Eye</p>	Building Background, Graphic Organizers, Writing the Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers	<b>Summative:</b> Selection Test answer 2 short answer questions with complete sentence Unit Test	<p>Accelerated Reader/Leveled Readers, Centers: Fluency, comprehension, writing, vocabulary, phonics Task Rotation writing answers in complete sentences</p> <p><b>Triple- Entry Journal Green:</b> High Frequency words  Blue: amazing words, Yellow: Concept words</p>	Accelerated Reader, Pearson Success Net, Turning Point, Quia.com, Jeopardy game from portaportal.com or waltke's web, PowerPoint
6	<p><b>L 2.1d</b>  <b>I can use the past tense of irregular verbs.</b></p> <p><i>What does it take to communicate clearly?</i></p>	3.5 – A Weed is a Flower	<p>Language, collective nouns, reflexive pronouns, irregular verbs, adjectives, adverbs, write: simple/compound sentences, expand, rearrange</p> <p><b>Write in Vocabulary Notebook</b></p>	<p><b>Authenticity: Learning with Others:</b> Discussion</p>	Building Background, Graphic Organizers, Writing the Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers	<b>Formative:</b> Checklist: in class observation and Journal entries	Centers: Fluency, comprehension, writing, vocabulary, phonics	Accelerated Reader, iPads, Pearson Success Net, Quia.com, Chuckwagon Bill

7	<p><b>L 2.2b</b> I can use commas in greetings and closing of letters.</p> <p><i>Why do the rules of language matter?</i></p>	3.2 – Dear Juno	<p>Capitalize, comma, greeting, closing, apostrophe, contraction, possessive</p> <p><b>Triple-Entry Journal</b> High Frequency words, amazing words, Concept words</p>	<p><b>Authenticity:</b> Journal Entry</p> <p><b>Clear-Modeled Expectations:</b> Centers, Journal Entry, Letter Writing to Santa</p>	Building Background, Graphic Organizers, Writing the Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers	<p><b>Formative:</b> Journal Entry – write a letter to Santa</p>	Centers: Fluency, comprehension, writing, vocabulary, phonics	Microsoft Word, Pearson Success Net, Read, Write, Think
8	<p><b>L 2.3a</b> I can compare formal and informal uses of English when writing, speaking, reading, and listening.</p> <p><i>How does the situation affect the meaning?</i></p>	3.2 Dear Juno	<p>Formal English, informal English</p> <p><b>I Have/Who Has, Charades, Word Study</b></p>	<p><b>Authenticity:</b> Venn Diagram</p> <p><b>Learning with Others:</b> Word Sorting</p>	Building Background, Graphic Organizers, Writing the Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers	<p><b>Formative:</b> Teacher Observation</p>	Centers: Fluency, comprehension, writing, vocabulary, phonics	iPad recordings of phrases to Identify, PowerPoint/Turning Point with clip art showing situations to use formal or informal
9	<p><b>L 2.4c</b> I can use the root word to find the meaning of an unknown word with the same root word.</p> <p><i>When a word does not make sense, what should I do?</i></p>	3.5 – A Weed is a Flower	<p>Context clues, prefix, suffix, root word, compound word, glossary, dictionary</p> <p><b>Word Sort, Jigsaw, Word Study</b></p>	<p><b>Learning with Others:</b> Word Sorting</p> <p><b>Person Response:</b> using words in 7 up sentences</p>	Word Sorts	<p><b>Summative:</b> Unit Test</p> <p><b>Formative:</b> Using words in a 7up sentence</p>	Centers: Fluency, comprehension, writing, vocabulary, phonics	Turning Point, Smart Board notebook (word sorts)
10	<p><b>L 2.4d</b> I can predict the meaning of compound words by using meanings of the individual parts.</p> <p><i>When a word does not make sense, what should I do?</i></p>	3.3 Anansi Goes Fishing	<p>Context clues, prefix, suffix, root word, compound word, glossary, dictionary</p> <p><b>Word Sort, Jigsaw</b></p>	<p><b>Personal Response:</b> Visualizing Vocabulary, Anticipation Guide</p>	Building Background, Graphic Organizers, Writing the Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers	<p><b>Summative:</b> Unit Test</p>	Centers: Fluency, comprehension, writing, vocabulary, phonics	Turning Point, PowerPoints on Walkie’s Web, Smart Board Notebook
11	<p><b>RI 2.2</b> I can identify the main idea of a story, chapter, or paragraph.</p> <p><i>Is what I just read clear to me?</i></p>	3.5 – A Weed is a Flower	<p>Topic, main idea, focus</p> <p><b>Frayer Model</b> High Frequency words, amazing words, Concept words</p>	<p><b>Authenticity:</b> Graphic Organizer – Main Idea must be written in complete sentences</p>	Building Background, Graphic Organizers, Writing the Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers	<p><b>Summative:</b> Selection Test answer 2 short answer questions with complete sentence Unit Test</p>	Accelerated Reader/Leveled Readers, Centers: Fluency, comprehension, writing, vocabulary, phonics	Pearson Success net, Brain Pop Jr, Smart Board Notebook, Read Write Think

1 2	RI 2.3 I can describe the connections between events in history, science, or procedure.  <i>Is what I just read clear to me?</i>	3.1 – Pearl and Wagner 3.3 – Anansi Goes Fishing 3.5 – A Weed is a Flower	Event, idea, concept, step, process, connect  <b>Vocabulary BINGO:</b> <a href="http://www.classroom.jc-schools.net/waltkek">www.classroom.jc-schools.net/waltkek</a> (2 <sup>nd</sup> grade, Unit 3)  <b>Vocabulary Notebook</b>	<b>Sense of Audience:</b> Deep Processing Organizer	Building Background, Graphic Organizers, Writing the Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers	<b>Summative:</b> Selection Test answer 2 short answer questions with complete sentence	Accelerated Reader/Leveled Readers, Centers: Fluency, comprehension, writing, vocabulary, phonics	Brain Pop Jr, United Streaming
1 3	RI 2.6 I can identify author's purpose of a story.  <i>Why did the author write the story?</i>	3.5 – A Weed is a Flower	Author's purpose, entertain, persuade, inform  <b>Visualizing Vocabulary</b>	<b>Authenticity:</b> Graphic Organizer	Building Background, Graphic Organizers, Writing the Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers	<b>Summative:</b> Selection Test answer 2 short answer questions with complete sentence	Accelerated Reader/Leveled Readers, Centers: Fluency, comprehension, writing, vocabulary, phonics	Person Success Net, Turning Point, iPad books
1 4	RF 2.3b I can identify long and short sounds made by vowel teams.  <i>How do sounds/letters create words?</i>	3.1 – Pearl and Wagner 3.2 – Dear Juno	Short vowel, long vowel, pattern, vowel team, syllable, prefix, suffix, irregular spelling  <b>Word Sort, Interactive Word Wall</b>	<b>Learning with Others:</b> Word Study, Word Sort	Word Sorts	<b>Summative:</b> Unit Test, Spelling Test	Centers: Fluency, comprehension, writing, vocabulary, phonics	Turning Point, Spelling City, SmartBoard Notebook, Starfall
1 5	RF 2.3c I can read two-syllable words with long vowels.  <i>How do sounds/letters create words?</i>	3.1 – Pearl and Wagner 3.2 – Dear Juno	Short vowel, long vowel, pattern, vowel team, syllable, prefix, suffix, irregular spelling  <b>Word Sort, Interactive Word Wall, Word Study</b>	<b>Learning with Others:</b> Word Study, Word Sort	Word Sorts	<b>Formative:</b> Word Sorts  <b>Summative:</b> Unit Test, Spelling Test	Centers: Fluency, comprehension, writing, vocabulary, phonics	SmartBoard Notebook, Turning Point, Spelling City, Starfall