

	<p>*Content Strand</p> <p>*Learning Target</p> <p>-I Can</p> <p>*Essential Questions</p> <p>-WHY??</p> <p>-How do you know?</p> <p>Curriculum document</p> <p>Common Core</p>	<p>Vocabulary/ Vocab Activity</p> <p>Activities</p> <p>Activities II</p>	<p>Thoughtful Ed./ Student Engagement</p> <p>www.marshall.kyschools.us/</p> <p>www.muhlenberg.kyschools.us/?q=node/61</p> <p>Engagement Cube</p> <p>Cube II (examples)</p>	<p>Literacy/Reading in the Content</p> <p>Literacy Ideas</p>	<p>Formative/ Summative Assessment</p> <p>F –Formative</p> <p>S-Summative</p> <p>www.act.org/standard/guides/explore/Strategies</p> <p>More Ideas</p>	<p>Differentiation</p> <p>T-Task</p> <p>S-Special Needs</p> <p>G-Gifted/Accel.</p> <p>http://serge.ccsso.org/Ideas</p> <p>9 Types</p> <p>Big Explanation Tool</p> <p>MAP Site</p> <p>Reading Differentiation K-5</p>	<p>Technology</p> <p>50 Ideas</p> <p>Resources- Text, sites,...</p>
1	<p>RL 2.2</p> <p>I can identify fables and folktales and tell what culture they come from.</p> <p><i>How do you know the lesson of the story?</i></p>	<p>Recount, central message/main idea, moral, lesson, details</p> <p>Frayer Model</p>	<p>Learning with Others:</p> <p>KWL Charts</p> <p>Personal Response/Choice:</p> <p>Deep Processing Organizer, Task Rotation</p>	<p>Building Background, Graphic Organizers, Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers</p>	<p>Formative:</p> <p>Exit Slip</p>	<p>KWL Charts, Accelerated Reader/Leveled Readers, Centers</p>	<p>Turning Point, Pearson Success Net</p>
2	<p>RL 2.6</p> <p>I can identify who is speaking in a story.</p>	<p>Character, dialogue, feelings, expressions, projection,</p> <p>Vocab. Notebook</p> <p>Frayer Model</p>	<p>Reader's Theater</p> <p>Waltke's Web (one for each story)</p> <p>Fire Station Play (Reading Street pgs 174-177)</p>	<p>Read Aloud, Choral Reading, Listening Center</p>	<p>SF Grammar/Writing Book pgs 206-209 (Lesson 27), Dialogue Assessment Checklist</p>	<p>Leveled Readers, Reader's Theater</p>	<p>Quick Voice app, iTalk, Dragon Dictaton app, Video on iPad</p>
3	<p>RL 2.7</p> <p>I can use information from pictures and words used in print or digital text to help me understand the characters.</p> <p>I can use information from pictures and words used in print or digital text to help me understand the setting.</p> <p>I can use information from pictures and words used in print or digital text to help me understand the plot.</p> <p><i>How does the author's choice of pictures impact your reading?</i></p>	<p>Illustration, character, setting, plot</p> <p>Triple-Entry Journal</p>	<p>Personal Response:</p> <p>Journal Entry</p> <p>Personal Response/Choice:</p> <p>Task Rotation</p> <p>Choice/Sense of Audience:</p> <p>Mind's Eye</p>	<p>Building Background, Graphic Organizers, Morning Warm-Ups, Read Alouds, Choral Reading, Content Vocabulary, Guided Questioning, Listening Centers</p>	<p>Summative:</p> <p>Selection Test, Unit Test</p>	<p>Accelerated Reader/Leveled Readers, Centers, Task Rotation</p>	<p>Accelerated Reader, Pearson Success Net, Turning Point, Quia.com, Jeopardy game from portaportal.com or waltke's web, PowerPoint</p>

4	RI 2.1 I can ask questions to help me understand the key details of what I read.	Look 2 Learn	What's My Question		Comprehension section of Selection Tests, Anecdotal Notes for Comprehension Questions Discussed, Comprehension Center Activities, SF Graphic Organizer pg 10—Story Elements, SF Graphic Organizer pg 16—Main Idea, Gourmet Reading Main Dishes pg 17— <i>Kite and Tail</i> , Gourmet Reading Desserts pgs 51-56, Gourmet Reading Appetizers pgs 23-26		Q: Write 3 questions to the author.— www.worksheetplace.com Task Cards, Q: Describe one of the main events and why you think it's a main event., Q: Illustrate an event from the story. Then, write a question about the event. BrainPopJr.com
5	RI 2.2 I can identify the main idea of a chapter, story, or paragraph.	Main Idea, details, supporting details Graphic Organizer	Picture Summary of story (Non-Linguistic) Smart Exchange PPT: Main Idea Interactive Pres. by Chris (Cue: Introduce Hook)	Read Aloud -organizer -4 R's in Poems (Reading Street pgs 204-205)	Smart Exchange Interactive Presentation: Main Idea/Details Graphic Organizer (centers) Turning Point: Main Idea and Details	4 R's-Draw pictures if necessary Choice of Poem (line/stanza)	Smart Exchange: Main Idea Interactive Pres. By Chris Hudson, Grade 3; Main Idea/Detail by asetharmjasd, grade 4-5; BrainPopJr; Internet4classrooms.com
6	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>	Event, idea, concept, step, process, connect Vocabulary BINGO, Vocabulary Notebook	T-Chart/H-Chart-“Frogs”: Frogs in Science		Summative: Selection Test	Accelerated Reader/Leveled Readers, Centers	Brain Pop Jr, United Streaming
7	RI 2.6 I can identify author's purpose of a story.	Answer, explain, describe How to (explain how to go to school)	Hook: Advanced Organizer-“What is in the Bag?” -List 5 words to describe what you feel. -Venn Diagram	How to Train a Puppy (Reading Street pgs 228-231) -Write how to train a dog.-Personal Response. -Venn Diagram	Venn Diagram -How to Stories -Word List (hook) -What would you train Homer to do? (Reading Street pg 211)	Venn Diagram	
8	RI 2.7 I can explain why pictures help me understand my reading.	Captions, photographs, quotations Vocab. Notebook					

9	L 2.1c I can use reflexive pronouns when writing and speaking.	Baseword, pronouns, reflect Vocabulary Journal	Etch-a-sketch Mind's eye	Journal writing	S - Turning Point F - Exit Slip – write sentences with myself/ourselves	Exit Slip Writing Journal	www.softschools.com/quizzes/grammar/reflexive_pronouns/quiz429.html www.quia.com/rr67645.html “reflective pronouns ladder”
10	L 2.1f I can create and expand simple sentences.	Simple Compound Conjunctions	Learning with Others – creating and combining sentences together	7up Sentences	F- Exit Slip with sentences S- Common unit assessment	Centers Journal Writing	Reading and Writing: “Sentences” PowerPoint-- pppst.com
11	L 2.2b I can use commas in greetings and closings of letters.	Commas, greetings, closings	Personal Response: Write a letter using correct format		Formative: Writing Letter Summative: Unit Assessment	Journal Writing	BrainPopJr- Sending a Letter
12	L 2.4a I can use words in a sentence to help me know the meaning of an unknown word or phrase.	Context clues	Vocabulary Notebook Personal Response, Clear-Modeled Expectations, Authenticity	Guess the Covered Word (Waltke's Web)	Formative: Vocab Notebook, Read Aloud Summative: Unit Assessment	Accelerated Reader	
13	L 2.4b I can find the meaning of a new word with a prefix added to a known root word.	Prefix, base word	Frayer Model Personal Response, Emotional-Intellectual Safety, Learning with Others	Flip Books Word Sort-creating words	Formative: exit slip (choose word from story, and students define) Summative: Unit Assessment	Leveled Readers	
14	L 2.4e I can use a glossary or dictionary to find the meaning of an unknown word.	Guide words, definition	Triple Entry Vocab. Personal Response, Authenticity	Glossary Game	Formative: Fist-to-Five -Write 5 words on page that specify guide words Summative: Unit Assessment	Centers	Quia.com/rr/45806.html Rags-to-Riches online game
15	L 2.4c I can use the root word to find the meaning of an unknown word with the same root word. <i>When a word does not make sense, what should I do?</i>	Context clues, prefix, suffix, root word, compound word, glossary, dictionary Word Sort, Jigsaw, Word Study	Learning with Others: Word Sorting	Word Sorts	Summative: Unit Test	Centers	Turning Point, Smart Board notebook (word sorts)

1 6	L 2.5a I can identify real-life connections between words and their uses.	Adjectives, nouns, senses	List 5 adjectives, Draw the sense used, Write a sentence using noun.	Etch-a-Sketch -Using 3 synonyms	Formative: Human Barometer Summative: Unit Assessment	Accelerated Reader Leveled Readers	BrainPopJr- adjectives and adverbs
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