|  |  |
| --- | --- |
| **Essential Understandings** | * Effective readers engage in behaviors that contribute to the understanding and enjoyment of becoming lifelong learners while attending to accuracy, fluency, comprehension, expanded vocabulary and purpose.
 |
| **Essential****Questions** | * What are the behaviors that contribute to effective reading?
* What are the skills and strategies that contribute to effective reading?
 |
| **Essential Knowledge** | * Readers have a personal responsibility to choose behaviors that contribute to effective reading.
* Language is comprised of conventional and unconventional spelling patterns.
* Phonics and word analysis skills aid in decoding and determining the meaning of words.
* Standard English language and usage have conventions.
* Collaborative discussions follow agreed-upon rules.
* Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose.
 |
| **Vocabulary/Content** | Good Fit book, accuracy, fluency, comprehension, vocabulary, stamina, schema, connections, text, rate, expression, focus, collaborate, discussion, strategy, illustrate, illustration, illustrator, author, dictionary, compare, contrast, reflection, interpretation, retell, prediction,, response |
| **Essential** **Skills** | * Maintain focus and stamina by choosing a quiet location, having appropriate materials, and reading in a ‘whisper voice’, or silently and independently.
* Self-monitor to notice when the reading does not make sense, and apply a reading strategy such as thinking about the meaning, checking the picture, rereading, looking for known parts of the word, or skipping it and going back.
* Demonstrate a variety of comprehension strategies to make meaning from the text including activating prior knowledge, making connections, predicting, visualizing, sequencing, asking questions, and summarizing.
* Read with appropriate rate and expression for a given text.
* Expand vocabulary though reading and discussions.
* Engage in collaborative discussions by following predetermined rules such as listening, respecting others’ opinions, taking turns, and contributing.
* Respond to reading in a variety of ways.
* Ask and answer questions about key details.
* Read on-level text with purpose and understanding.
* Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
* Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
* Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
* Demonstrate mastery of grade level appropriate foundational and language skills.See Appendix : 2BRH
 |
| **Related****Maine Learning Results** | Foundational Skills—Grade 2* RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
1. Distinguish long and short vowels when reading regularly spelled one-syllable words.
2. Know spelling-sound correspondence for additional common vowel teams.
3. Decode regularly spelled two-syllable words with long vowels.
4. Decode words with common prefixes and suffixes.
5. Identify words with inconsistent but common spelling-sound correspondence.
6. Recognize and read grade-appropriate irregularly spelled words
* RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
1. Read on-level text with purpose and understanding.
2. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening—Grade 2* SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
1. 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).
2. Build on others’ talk in conversations by linking their comments to the remarks of others.
3. Ask for clarification and further explanation as needed about the topics and texts under discussion.
* SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
* SL.2.3 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.

Language—Grade 2* L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1. Use collective nouns (e.g., *group*).
2. Form and use frequently occurring irregular plural nouns (e.g. *feet, children, teeth, mice, fish*).
3. Use reflexive pronouns (e.g., *myself, ourselves*).
4. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
5. Use adjectives and adverbs, and choose between them depending on what is to be modified.
6. 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*).
* L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
1. Compare formal and informal uses of English
* L.2.4 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.
1. Use sentence-level context as a clue to the meaning of a word or phrase.
2. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy; tell/retell).
3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
4. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).
5. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
* L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
1. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin slender, skinny, scrawny).
* L.2.6 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*).
 |
| **Sample****Lessons****And****Activities** | Read to self, set incremental appropriate goals for staminaDiscuss what makes a “ good fit” book( shoe lesson)Three ways to read a book—words, pictures, retell story.Read *How to read a Book to a Slug….*discuss in class groupings |
| **Sample****Classroom****Assessment****Methods** | * Checklists, conferences, conversations
* DRA II
* Observation
* AiMSweb screening
 |
| **Sample****Resources** | * Publications:

[Read Anything Good Lately? (Millbrook Picture Books)](http://www.amazon.com/Anything-Lately-Millbrook-Picture-Books/dp/082256470X/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1399319016&sr=1-1&keywords=have+you+read+anything+good+lately%3F) by [Susan Allen](http://www.amazon.com/Susan-Allen/e/B001I9OKSU/ref%3Dsr_ntt_srch_lnk_1?qid=1399319016&sr=1-1), Jane Lindaman and Vicky Enright (Sep 1, 2006[*Dory Story*](http://www.amazon.com/Dory-Story-Jerry-Pallotta/dp/0881060763/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1399319092&sr=1-1&keywords=Dory+Story) by [Jerry Pallotta](http://www.amazon.com/Jerry-Pallotta/e/B001ILFKPK/ref%3Dsr_ntt_srch_lnk_1?qid=1399319092&sr=1-1) (Feb 1, 2006)[*The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction*](http://www.amazon.com/CAFE-Book-Engaging-Assessment-Instruction/dp/1571107282/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1399319146&sr=1-1&keywords=daily+five+cafe) by [Gail Boushey](http://www.amazon.com/Gail-Boushey/e/B001JS10RO/ref%3Dsr_ntt_srch_lnk_1?qid=1399319145&sr=1-1) and Joan Moser (Apr 28, 2009)[*The Daily Five*](http://www.amazon.com/Daily-Five-Gail-Boushey-ebook/dp/B001ROAK94/ref%3Dsr_1_3?s=books&ie=UTF8&qid=1399319146&sr=1-3&keywords=daily+five+cafe) by [Gail Boushey](http://www.amazon.com/Gail-Boushey/e/B001JS10RO/ref%3Dsr_ntt_srch_lnk_3?qid=1399319145&sr=1-3) and Joan Moser (Jan 1, 2006)* Videos:

Sitton Spelling |