Ohio's Model Curriculum
with Instructional Supports

GRADE 2

English Language Arts

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English Language Arts Model Curriculum
WITH INSTRUCTIONAL SUPPORTS

Grade 2

Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [*3301.079(B)*]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

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Strand	Reading Literature
Topic	*Key Ideas and Details*
Standards	**RL.1** Quote accurately from a text when explaining ˅ text.
	RL.2 Analyze literary text development. a. Determine a theme of a story, drama, or poe respond to challenges or how the speaker in b. Summarize the text, incorporating a theme d
	RL3 Compare and contrast two or more characters, the text (e.g., how characters interact).

Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

CONTENT ELABORATIONS

This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

Instructional Supports

Stakeholders across the state of Ohio assisted with the development of this section of the Model Curriculum. Classroom teachers and other educational personnel from schools, districts, administration, and higher education carefully selected and compiled strategies and resources for further review by English Language Arts program specialists at the Department.

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In addition, specialists in **educational technology**, **diverse learners**, **career connections**, and *early learning* ensured the inclusion of strategies and modifications to strategies in these areas. You will find these special strategies and modifications in their respective font color. All *early learning* strategies and resources are found within the Reading Literature, Reading Informational Text, and Reading Foundations Strands. The instructional strategies and resources section of the model curriculum will be updated periodically as additional resources become available.

INSTRUCTIONAL STRATEGIES

The instructional strategies are suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.

INSTRUCTIONAL RESOURCES

This section includes materials (print and nonprint) designed for use in instruction or for professional development/enrichment that addresses the skills and knowledge in the learning standards.
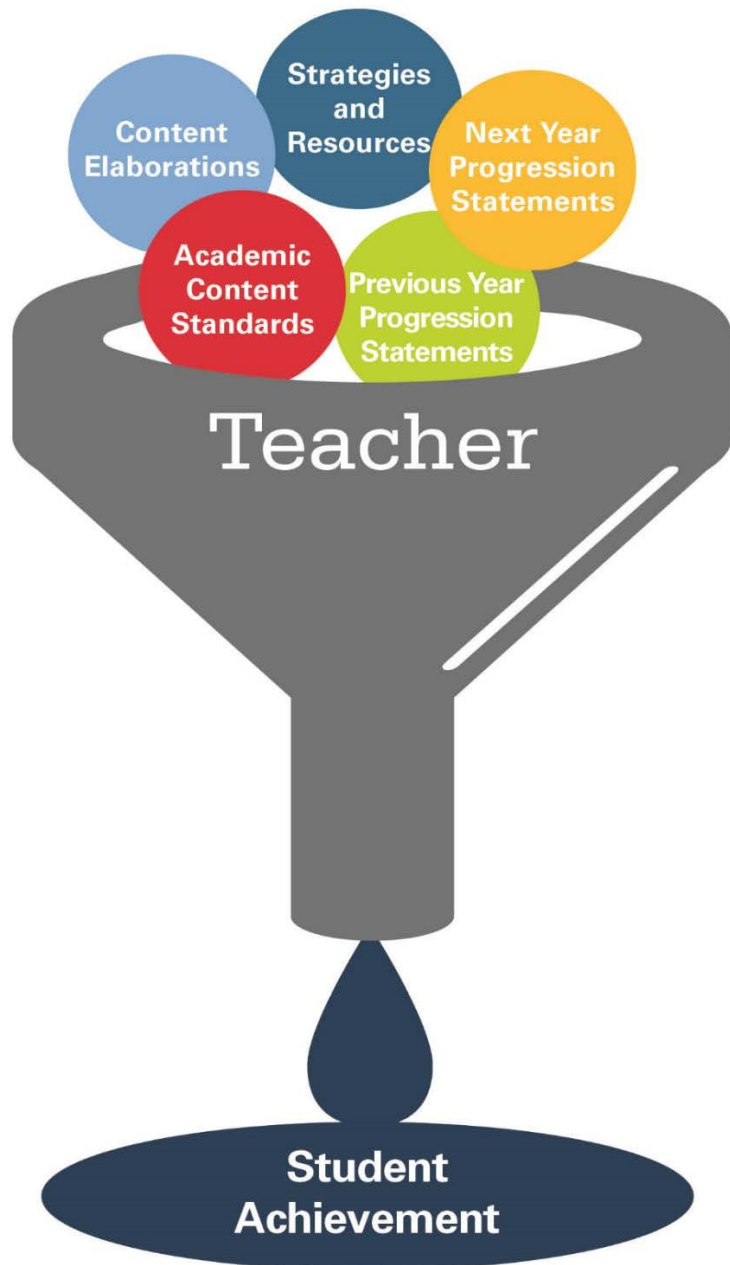
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The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to *Ohio's Learning Standards for English Language Arts.* As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the *Previous Grade Level Progression Statements* which summarize the prior year's *content standards* and includes the following:

» Information about what students should know and be able to do
» Information on the background knowledge teachers can activate in students and scaffold learning
» Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the *Content Elaborations,* as well as reviewing the *Instructional Strategies and Resources*, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the *Next Grade Level Progression Statements* help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together**: *Student Achievement.***

Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT

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» detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic	⊗ lesson plans
» best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices	⊗ an exhaustive list of classroom activities per standard
	⊗ instructional units
» a support for instructional planning using the learning standards as a foundation	⊗ a resource meant to replace your district's decisions or direction
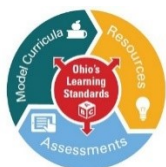
Additional Resources to Support the Model Curriculum

ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE

The model curriculum documents are posted on this page, along with many other supporting resources, including the following:

» Curriculum map introduction and description: this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
» Curriculum map: this is a template that can be used for planning
» English Language Arts Resource Evaluation Tool: this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
» Ohio's Learning Standards for English Language Arts are posted on our Transition page, along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
» Determining Theme Standard Guidance provides support for RL.3-12.2 and RI.3-12.2.
» Types of Summaries Standard Guidance provides support for RL.3-12.2 and RI.3-12.2.
» Establishing a Thesis Standard Guidance provides support for W.6-12.1-2.

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ENGLISH LANGUAGE ARTS GLOSSARY OF TERMS

Throughout the model curriculum documents, you will see small note icons in various colors, illustrated to the right. If you hover over these notes in the document, a box will pop up containing terms and their definitions. These definitions provide clarity around content and process terms located in the learning standards. Many definitions were adapted or taken directly from Abrams' *A Glossary of Literary Terms* and Harris' and Hodges' *The Literacy Dictionary*, among other state department of education web documents. Click the button to view the *English Language Arts Glossary of Terms* in its entirety.

Standards

RL.2.1 Ask and answer such questions as who, wl demonstrate understanding of key details in a text.

RL.2.2 Analyze literary text development.

RL.2.1
Demonstrate: To make evident or prove

Key details: Points of information in a text that strongly support the meaning or tell the story

LITERACY REFERENCES

At the end of this document, a reference section contains the resources used in the Reading Strand. Included in the research-based strategies used in the Reading Strand are resources from specialists, such as Bill Honig, Linda Diamond, and Linda Gutlohn, who wrote the *Teaching Reading Sourcebook* (2013). Bill Honig co-founded the Consortium on Reading Excellence (CORE) with Linda Diamond. Diamond continues as the President of CORE, which offers educators professional development and resources for implementing research-based literacy practices and other content area resources. Gutlohn created the text decodability software, phonicFinder.

In addition to the previous resources, educators will also find references to resources by Irene Fountas and Gay Su Pinnell, who have established their own literacy framework and professional resources for teachers and literacy specialists, and Lucy Calkins, the founder of the Reading and Writing Project at Teachers College. Also, *LETRS*, or *Language Essentials of Reading and Spelling*, by Louisa Moats and Carol Tolman, is another researchbased resource used to provide strategies in the Reading Strand. Dr. Moats brought her previous work in psychology with many who experienced issues with language and reading into creating the *LETRS* program, while Tolman brought 20 years of literacy teaching experience to the program and her work in training teachers. These are just a few of the resources cited on the reference page, representing research-based literacy information and practices.

LEARNING AND DEVELOPMENT STANDARDS

Ohio's Learning Standards Kindergarten through Grade 3 address Approaches Toward Learning, Physical Well-Being, and Social and Emotional Development. The K-3 standards created in the non-academic domains of approaches toward learning, physical well-being, and social and emotional development address key concepts and skills that children develop and learn in these areas during their kindergarten through grade 3 years. The development of these early childhood education standards represented a collaboration between state agencies including Ohio Department of

Education, Ohio Department of Job and Family Services, and Ohio Department of Health, among others. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to craft these standards.

Throughout grades one and three of the model curriculum documents for English Language Arts, many of the instructional strategies have been aligned to social and emotional development topics. It may be helpful to review these standards for your grade level in order to support nonacademic areas that impact achievement.

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READING LITERATURE STRAND

Strand	Reading: Literature
Topic	*Key Ideas and Details*

Standards	**RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	
	RL.2.2 Analyze literary text development.
	    a. Determine the lesson or moral.
	    b. Retell stories, including fables and folktales from diverse cultures.
	
	RL.2.3 Describe how characters in a story respond to major events and challenges.

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Previous Grade Level Progression Statement
In the previous grade level, students were expected to use details from a story to determine the message or lesson, describe the characters and setting and to retell what happened.

Content Elaborations
Asking and answering questions about a text encourages students to develop a deeper understanding of key details as they read.

Stories, including fables and folktales, can provide rich and timeless insights into universal lessons and morals from diverse cultures.

Students must have an understanding of major events or challenges in the story. Students will use this understanding to describe how characters respond to these major events and challenges.

Next Grade Level Progression Statement
Students increase literary awareness as they determine the theme of a story, especially when using traditional literature. This genre often has clearly stated or easily inferred themes and is a good starting place for developing and understanding of these concepts. Students use details to explain why a character acts the was he/she does, ask and answer text dependent questions and retell stories.

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Instructional Strategies

The 5Ws
After reading a story aloud, model the "who, what, when, where, and why" of the story. Provide students with opportunities to answer the 5 W's. Divide students into groups. Give each member a card with one of the 5 W's printed on it. Give a copy of the same story to each member of the group. Have students read the story aloud within their groups, then create a question about the story based upon the card they were given (the "who, what, when, where, and why"). Encourage students to work collaboratively within the group to answer the questions. Access the James Madison University Special Education Program's Learning Toolbox for student readers. Download the handout on the 5Ws from their website.

Be a Reading Detective
Give students a magnifying glass to use while doing close reading of a text to find answers to questions who, what, when, where, and why in relation to the story. For gifted students, provide the opportunity to find key ideas and details within more difficult texts with challenging vocabulary. Kylene Beers and Robert Probst's *Notice and Note* book includes additional close reading strategy materials.

Cubing or Think Dots
Cubing is an instructional strategy that asks students to consider a concept or story idea from a variety of perspectives. The cubes are six-sided figures that have a different activity on each side of the cube. Initially each face of the cube can be labeled with a question word (5Ws+H). A student rolls the cube and does the activity that comes up. In Think Dots, each student rolls a die and completes the activity on the card that corresponds to the dots thrown on the die (that is, if a student rolls a "three," she then finds the card with three dots on it and completes the activity written on that card). Each student then completes the activity on the corresponding activity sheet. These activities are for use in whole group, small group, or partner settings. View a detailed guide about Think Dots.

Color Coding
Create a color-coding key representing one color for who, one color for what, and one color for when, etc. Have students refer to the color-coding key and use different colors (crayons, highlighters, colored pencils) to annotate the text as they read, while answering questions about the text. For digital enhancement, have students open a text in Google Docs or a digital whiteboard platform and practice using different colors to highlight text on the document. *Reading Strategies* book by Jennifer Serravallo.

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Show Me the Evidence
Post sentence starters in the classroom for students to use in when speaking or writing about a story. These sentence starters help remind students to draw evidence from the text. For example:

• I found _____.
• According to the author in paragraph _____,
• The graphic showed _____.
• This example provides evidence that _____.
• We can infer from this example in the text _____.
• We know this because _____.

Show Me the Evidence starters are explained in greater detail at this website.

To digitally enhance this strategy, use Flipgrid to have students record their responses. Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through recorded videos. Each grid is effectively a message board where teachers can pose a question and their students can post 90-second video responses that appear in a tiled "grid" display. In addition, these could be shared or viewed by classmates or parents.
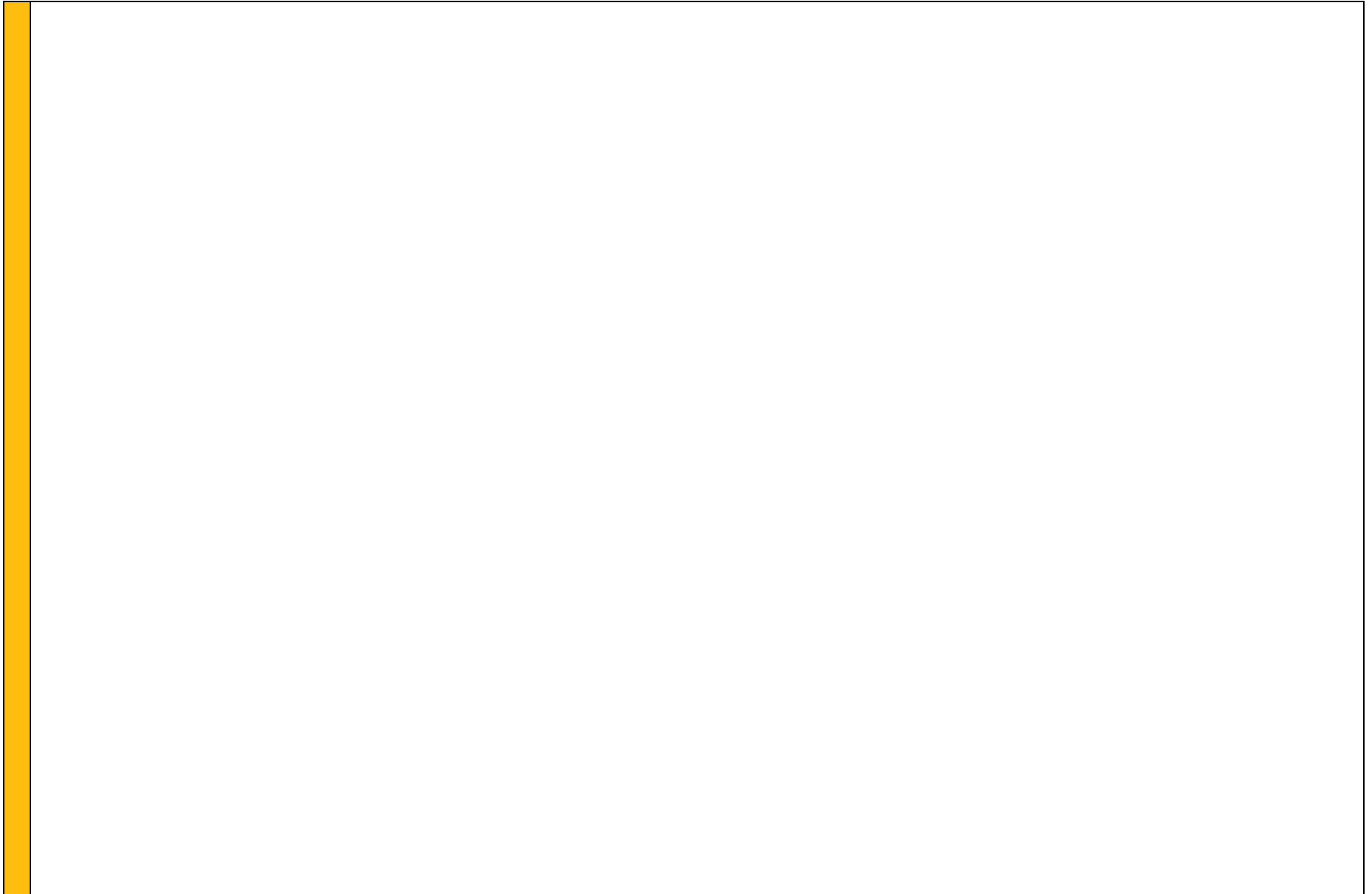
Question-Answer Relationship (QAR)
This tool helps students clarify how to approach the task of reading text and answering questions. The strategy helps students realize the need to consider both information in the text and information from their own background knowledge. QAR teaches students how to decipher what types of questions they are being asked and where to find the answers to them.
The four types of questions examined in the QAR include:
1) *Right-There Questions*: Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.
2) *Think and Search Questions*: Answers are gathered from several parts of the text and put together to make meaning.
3) *Author and You*: These questions are based on information provided in the text, but the student is required to relate it to their own experience. Although the answer does not lie directly in the text, the student must have read it in order to answer the question.
4) *On My Own*: These questions do not require the student to have read the passage, but he/she must use their background or prior knowledge to answer the question.

After direct instruction and modeling, allow students with IEP's to respond orally or in pictures with prompting that provides appropriate support and still extends their current skill level. Download student handouts about QAR.

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Thick v. Thin Questions
Discuss the difference between thick and thin questions, then practice using thick and thin question types with students while reading a text such as Goldilocks and the Three Bears. Thin questions deal with specific content or words found directly in the text. E.g. Where did the story take place? Who are the main characters? What happened first? The answers to thick questions are not found directly in the text, so the students are required to use inferencing skills and deeper understanding. E.g. Why do you think the three Bears did not lock their door? How would you feel if someone broke into your house? How would the story have been different if told from another character's point of view? Quick check for self-monitoring: When transitioning out of an extended reading time, have students identify (2) thin questions (recall questions) and (2) thick questions (thoughtful and detailed) from the text they were reading. You can use a variety of texts to complete this assessment.

Ask-Read-Tell Model
The (3) crucial phases that improve comprehension are pre-reading (the reader creates a reading plan), reading (the reader monitors his or her understanding of the text while reading and applies strategies to clarify understanding of the text), and post-reading (the reader continues to think about the passage after reading and encode key details into long-term memory).
Ask-Read-Tell is a cognitive strategy and three-step sequence that aligns with these (3) crucial phrases. They are:

1) ASK: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic and generates (2) questions that the student hopes to answer through reading.
2) READ: While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.
3) TELL: After reading, the student attempts to answer the (2) questions posed earlier on the content just read. Finally, the student meets with a peer partner, and participants tell each other what questions and answers they produced.

Recipe for a Fairy Tale
As students read various versions of a fairy tale, complete a graphic organizer to denote the characteristics of the story to determine whether or not it is truly a fairy tale or a different genre. Consider things such as Does it begin with "once upon a time?" Does it include royal characters, and more specifically, an evil character? Are there elements of magic? Is there a happy ending? The graphic organizer can also be used to help students develop their own fairy tales.

Lesson or Moral
To support students with understanding lessons or morals, begin an anchor chart and start charting lessons or morals from books read and discussed. This will give students language for developing thinking about lessons or morals in books.

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Retelling Sequentially
Have students create a beginning, middle and end foldable or flip book. This idea could be digitally enhanced by using Flipgrid, which allows a student to verbalize and record their retelling. In addition, these could be shared or viewed by classmates or parents. A number of foldable ideas can be found at this site.

The Difference Between Plot and Theme
Create an anchor t-chart plot vs story lesson. Discuss how the plot leads us to the theme. There are many picture books with strong themes that can be used when teaching this concept to students. Some examples are:
• *The Grouchy Ladybug* by Eric Carle
• *The Quickest Kid in Clarksville* by Pat Zietlow Miller
• *The Raft* by Jim LaMarche
• *Thank You, Mr. Falker* by Patricia Polacco
• *New York's Braves*t Mary Pope Osborne
• *The Youngest Marcher* by Cynthia Levinson

Mini anchor charts for a variety of strategies and skills can be found at this site to help students remember the characteristics of plot and theme. This site from a school district in New Jersey provides multiple templates for students when working with the concept of theme.

Divide and Conquer
Have students get into small groups. Give each group a character from a story and an event that transpired during the story. Have each group make a list of how their character responded to the event. Questions they can ask themselves to help the thought process are What happened? How did this make my character feel? What did the character do because of this action? etc. Then have the groups share out their responses. Use this time to have other groups give feedback and respond to their peers and their ideas.

Mind Maps
A specific character is identified or drawn in the middle and the outer rings describe the character's appearance, personality, actions, problem/ solution, comparisons with the student themselves, etc. Students may use images, symbols, codes, and at least (3) different colors to enhance the meaning of their mind map. For digital enhancement, create a Coggle, an online tool for creating and sharing mind maps. It works online in your browser and there is no downloading or installation required. ReadWriteThink provides a lesson and template for character mapping. The Florida Center for Reading Research provides additional material for character analysis.

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Name That Folktale
On the whiteboard, create a chart with (5) blank columns. Label each column: Fairytale, Fable, Myth, Legend, and Tall Tale. Create (5) definition cards. Create (10) feature cards. Create (10) example cards (story titles or characters representing each folktale type). Assign (2) feature cards, (2) example cards, and (1) definition card per folktale type. Mix up the cards before each team comes to the board to compete. Separate the students into groups and play a timed matching game. Each group assigns (1) team captain to physically attach the correct definition, example, and feature cards to its corresponding column, but all members can provide verbal assistance. While (1) group is playing, the others must face in the opposite direction (so they cannot see the other team's responses) and quietly study while waiting for their turn. The group who matches all the cards correctly in the least amount of time will win the game or round. The host/moderator may not give out any answers, but only verify if and only if the chart is 100% correct. At that point, the timekeeper will stop the watch and record the time for that group. You can go as many rounds as you would like, rotating team captains.

Summarize Based on What a Character Wants
Once students have begun to read simple chapter books they can begin to retell stories based on one thing that happens in each chapter. In this strategy students begin by asking themselves, what does the character want? Think of one event per chapter that connects back to the want. Summarize by saying the events in order.

To digitally enhance instruction teachers could create a Kahoot and use the Jumble feature. Students would then need to place the events in order as they played the Kahoot. Teachers could use different parts of the story at different times to use the Jumble feature.

You can add videos, images, and diagrams to your learning games. This activity is especially helpful for students that need visual and auditory stimuli to enhance learning.

We Can Learn (and Give Advice) Based on How the Characters Treat Each Other
Find a spot where the character surprises you. Notice how the character is treating another character. What would you tell that character? Say the advice you would give. So, based on that advice, what might you learn from this story? To digitally enhance this strategy, students could give advice using a Voki avatar. Voki is a free website that has a collection of customizable speaking avatars for teachers and students that enhances classroom instruction, class engagement, and lesson comprehension. Provide ELL students with visual aids to make unknown words and vocabulary more accessible.

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Instructional Resources

Beers, Kylene and Robert Probst. *Notice and Note: Strategies for Close Reading.* Portsmouth, NH: Heinemann, 2012.
This resource introduces 6 "signposts" that alert readers to significant moments in a work of literature and encourages them to read closely.

Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers.* Portsmouth, NH: Heinemann, 2015.
This resource includes 300 strategies in support of thirteen reading goals with each strategy cross-linked to skills, genres, and reading levels.

Richardson, Jan*. The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader.* New York: Scholastic Inc., 2009.
This is a teacher-friendly text that provides suggested lessons for guided reading small group meetings.

McGregor, Tanny. *Comprehension Connections: Bridges to Strategic Reading.* Portsmouth, NH: Heinemann, 2007
This is a teacher-friendly text that provides suggestions for whole group mini-lessons related to the core comprehension strategies.

Robb, Laura. *Read, Talk, Write: 35 Lessons That Teach Students to Analyze Fiction and Nonfiction.* Thousand Oaks, CA: Corwin Press, 2016.
This resource helps teachers move students from rich conversation about texts to all types of composition.

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Strand	Reading: Literature
Topic	*Craft and Structure*
Standards	**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. **RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **RL.2.6** Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.

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Previous Grade Level Progression Statement
In the previous grade level, students were expected to identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Students were expected to explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Students were expected to identify who is telling the story at various points in a text.

Content Elaborations
Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view, and structure. The focus of the Craft and Structure topic is the reader's ability to understand word meaning and figurative language. The way words are arranged produces meaning.

Comprehension improves with an increased understanding of story structure and elements. The end of the action can come before the conclusion.

Students differentiate between various narrators in a text. Students also determine when the narrator is or is not a character in the story.

Next Grade Level Progression Statement
In the next grade level, students are expected to determine the meaning of words and phrases as they are literally or figuratively used in a text. Literary terms that refer to parts of stories, dramas, and poems such as chapter, scene, and stanza become part of the student's vocabulary. Students will be expected to explain how one part of a story influences or connects to another part of a story. Students are expected to identify point of view and differentiate between first and third person.

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Instructional Strategies

Tall Tales
Use tall tales to explore the use of alliteration and other figurative language techniques. This can also be connected to standards that deal with finding a lesson or moral. This unit package includes a focus on simile and hyperbole as it is used in tall tales. Examples of picture books that are tall tales include:
• Dona Flor: A Tall Tale About a Giant Woman with a Great Big Heart by Pat Mora
• Thunder Rose by Jerdine Nolan
• John Henry by Julius Lester
• Swamp Angel by Anne Isaacs
• Jangles: A Big Fish Story by David Shannon
• Grandpa's Ha-La-Loo-YA Hambone by Joe Hayes

Picture This
Most teachers' manuals have 'teacher read aloud' selections with each story. Teachers can use a read aloud or other one-page story for this strategy. Students could be given a copy of the story or project it on the screen in front of the room so students can see the text. Then read the story for enjoyment. Next, have students fold a piece of paper into 3 sections and label the sections the introduction, middle, and conclusion. Teacher can read the introduction then stop and discuss how the story is introduced. Then have students draw their own picture for this section of the story. Next read the middle, discuss, and draw a picture for the middle. Finally read the conclusion and discuss how the action of the story ends here; students draw their ending picture. Extension: Students can use their pictures to do a retell of the story. They could do this in pairs or groups. They could develop a play or write a paragraph depending on the story structure, classroom time. Support ELL students with pictures and allow them to sequence the story while talking about the beginning, middle, and end.

Roller Coaster
Read the book *Roller Coaster* by Marla Frazee. Use a graphic organizer for story structure and show how the beginning of the roller coaster introduces the characters and setting. As you go up the "roller coaster" the problem starts, at the highest point of the roller coaster is the part of the story where the character has to make a decision or you sense that something is going to happen and the descent of the "roller coaster" is where the problem is solved.

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Debate

After reading a story, students are divided in groups to debate points of view from various characters in the story. Have class "argue" who was "right," if the problem could have been solved differently, etc. If interactive whiteboards are available with timers, recorders, voice-overs for a delegating leader and such could be used here to incorporate technology. Vocaroo is a free online voice recorder for all platforms.

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How Do You Know?
Make an anchor chart with students that identifies how they can tell if a narrator is telling the story or if a character is the one telling the story. Use probing questions to challenge students to think about the concept and how recognizing words in a story like he, she, they show that they main character is not telling the story. Some examples of words to include on the anchor chart under narrator would be *he, she, they, and specific character names.* Examples of words to look for when identifying a character as the one telling the story on the anchor chart would be *I, me, we, my.* Sample point of view anchor charts and activities can be found at this site from a school district in North Carolina.

Readers' Theatre
Use Reader's Theatre scripts to show the difference between characters and narrators. Struggling readers need plenty of opportunities to practice reader's theater scripts to gain fluency and confidence before presenting. Avoid "cold read" presentations. To digitally enhance this strategy students might use the Powtoons online animation tool to create a cartoon version of their theatre.

Reader's Theater is an excellent strategy to use with ELL students or those that struggle with fluency. Because a script is read multiple times prior to presentation, students become familiar with the vocabulary, deepen their understanding of the text, and are supported by the other students involved with the same script.

Narrative Point of View Comic Strips
Have students create four comic strips showing four different narrative viewpoints. Requirements: Each comic strip will contain dialogue (word bubbles) and narration (square narration boxes). Each comic strip should be narrated using one of the following perspectives: first-person, second-person, third-person objective, third-person limited, and third-person omniscient. If students are not comfortable with drawing, encourage them to create good storylines and use stick men.

The KUD Method
When preparing a literacy lesson, explicitly detail exactly what it is you want students to Know (K), Understand (U), and Do (D).
(K) Know: What do you want the students to know? (facts, people, vocabulary, definitions, places, information)
(U) Understand: What do you want the students to understand? (essential truths, principles and generalizations, big ideas, I want students to understand that)
(D) Do: What do you want the students to do? (basic skills, thinking skills, planning skills, uses verbs or phrases)

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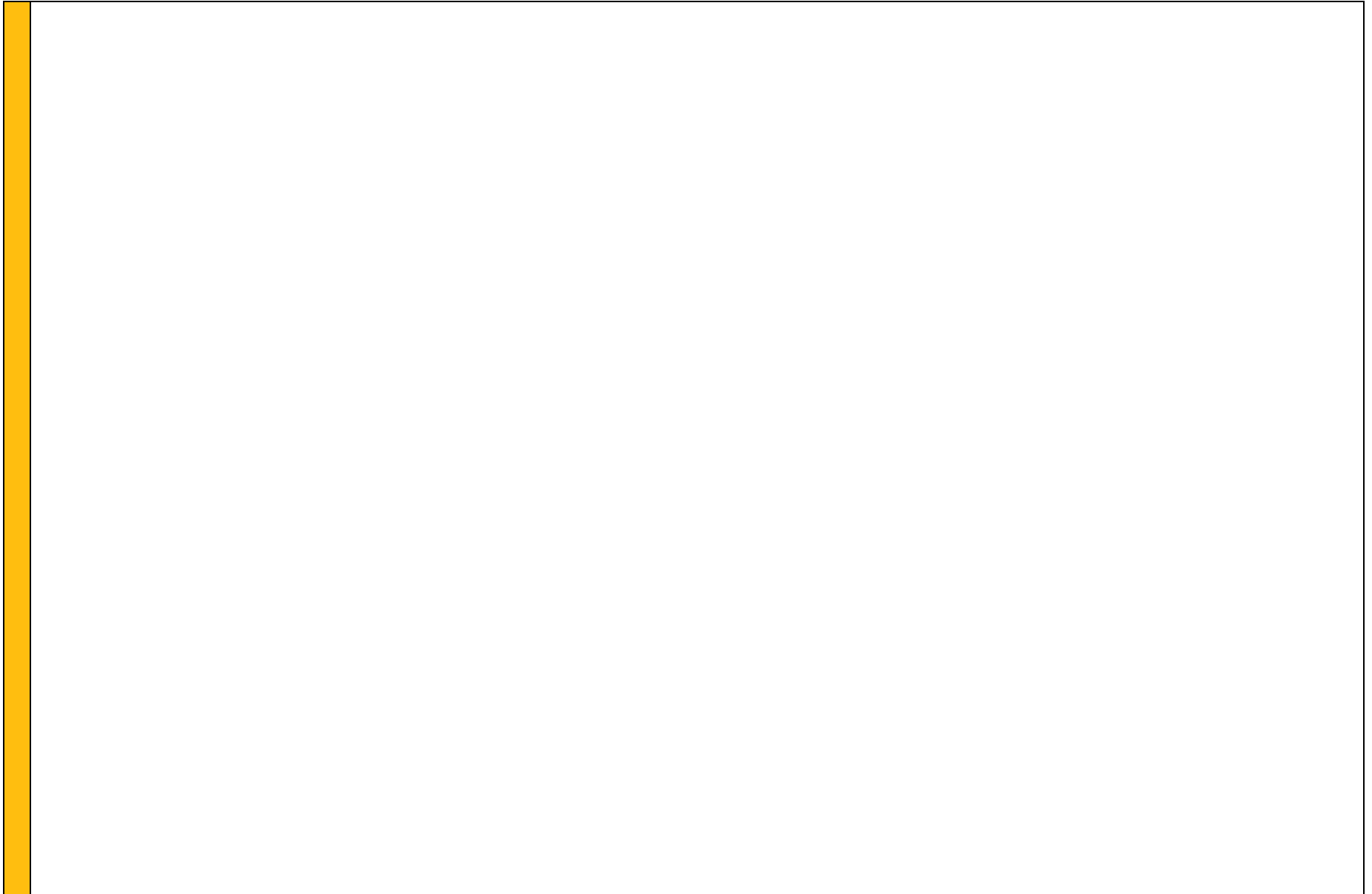
Alliteration Tongue-Twister
Have students select five tongue twisters and illustrate them. Extend five twisters by adding more adjectives and adverbs. Have students complete five twisters of their own. They can make up twisters about famous people with whom they are familiar. Make up twisters about popular products students use. Share these in class by reading aloud or passing papers. Illustrate the twisters. Students can use their own names to write a twister. (For ex. Angela Alicia Apple ate anchovies and artichokes. Bertha Bartholomew blew big, blue bubbles). The American Folklore website has a number of tongue twisters that can be used with students.

Copy-Change
Play songs drawing students' attention to the lyrics. Give students handouts of the printed lyrics. Read some of the lyrics aloud and then ask for student volunteers to read. Discuss some of the elements of the lyric, for example: rhyming words, repeated words or phrases, feelings or images the lyric evokes, and rhythm. Read poems aloud to the class. Read each poem twice, once so the students can just listen, the second time so the students can think about, discuss, and write about the elements they discussed with the lyrics. Choose a variety of poems: humorous, serious, romantic, rhyming, and non-rhyming.

Talk Like the Character
Pretend you are the character and retell the story as the character would. To enhance this strategy, students could use Google Slides to create an eBook retelling of their story.

Puppet Show
Read a text set that focuses on silly animal stories. Point out to students that the animals always seem to be doing something silly or getting into trouble. Then ask the children to think about the silly stories they just read and list the stories' animal characters (Dragon; Julius the pig; Mrs. Brown's animals—a cow, two pigs, three ducks, and a yak). Divide the class into groups of three. Ask each group to make a puppet show stage, cutting and decorating cardboard boxes to form the stages. Each child in the group should choose a character. Every student in the group should have a character from a different book from the text set.

Students can create popsicle stick puppets of their character. Tell the groups to make up a short play featuring their puppet characters, encourage students to use the book the character is from to stay true to its characteristics and actions. Have the groups perform their puppet shows for the class. A text set might include books like Haily Meyers' *Gotta Go, Buffalo*, Steve Jenkins' *Creature Features,* Adam Rubin's *Dragons Love Tacos*, Mo Willems' *Don't Let the Pigeon Drive the Bus*, and Chris Raschka's *A Ball for Daisy.*

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Email About Fables
Students should determine an audience or recipient of the email. Type a title in the subject line. Keep paragraphs short. Skip a line between them. Do not use special type. Do not use all capital letters. Follow the rules of good writing. They should proofread their email. Check for capital letters, end marks, and spelling mistakes. Now, they should write an email telling a friend about the fables you have read. Which was your favorite? Was there any fable you did not like? Go to your e-mail program. Send to recipients.

As Slippery as an Eel
A unit from ReadWriteThink that focuses on simile and metaphor.

Teaching Rhyme and Rhythm
There are many children's picture books that can be used to help students identify rhyme and rhythm. Some examples are:
• Grump Groan Growl by bell hooks
• Squeak, Rumble, Whomp, Whomp, Whomp by Wynton Marsalis
• Little Miss, Big Sis by Amy Krouse Rosenthal
• All Are Welcome by Alexandra Penfold
• Bear Snores On by Karma Wilson

10 Ways to Use Poetry in Your Classroom
This resource from Reading Rockets provides teachers with ways to integrate poetry into their literacy lessons for a variety of purposes.

Instructional Resources/Tools
Poe, Elizabeth A. *From Children's Literature to Readers Theatre*. Chicago: ALA Editions, 2013.
This resource explains the rationale for using reader's theatre in the classroom and provides multiple examples of scripts to use.

Chatton, Barbara. *Using Poetry Across the Curriculum: Learning to Love Language*. Santa Barbara, Calif: Libraries Unlimited, 2010.

Kindle, Karen J. *Teaching Vocabulary in the K-2 Classroom: Easy Strategies for Infusing Vocabulary Learning into Morning Meetings, Transitions, Centers, and More*. New York: Scholastic, 2008

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Strand	Reading: Literature
Topic	*Integration of Knowledge and Ideas*
Standards	**RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **RL.2.8** (Not applicable to literature) **RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to use the illustrations and details to increase understanding and to describe story elements. They also compared the actions of multiple characters within a single story.

Content Elaborations
Readers begin to synthesize information from print, audio, and visual sources that connect to a single story or theme. Good readers recognize that the illustrations in a picture book carry meaning that supports or goes beyond the written text.

Readers understand that manipulating characters and setting impact the story when comparing and contrasting multiple versions of the same story. This level of understanding helps build the foundation for comparing more complex literary elements such as mood and tone.

Next Grade Level Progression Statement
In the next grade level, students are expected to explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting). Students will compare and contrast story elements in texts written by a single author.

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Instructional Strategies

Multiple Versions

Read aloud multiple versions of the same story. Compare the characters, setting, problem and events, and solution using a graphic organizer. Students can then work in collaborative groups to write and illustrate a different version of the same story. Some examples are:

Three Pigs Variations	*The Little Red Hen Variations*
The Three Little Javelinas by Susan Lowell	The Little Red Hen by Margot Zemach
The Three Little Pigs by James Marshall	Armadilly Chili by Helen Ketteman
The True Story of the 3 Little Pigs by Jon Scieszka	Burro's Tortillas by Terri Fields
The Three Little Pigs by Steven Kellogg	Manana Iguana by Ann Whitford Paul

Text Feature Hunt

Using both literature and informational text, teacher will create "scavenger hunts" for students to locate various features which will help their understanding PRIOR to reading the text; similar to a picture walk, we make inferences as to the characters, setting, plot, etc. based on the pictures. With informational text, students look at captions, bold words, the table of contents, etc.

Photo Preview

Before reading a picture book, show students a single illustration or photograph and have them make predictions based what they see. Students may form predictions in the form of questioning or simply state what is seen. Illustrations could be projected onto an interactive whiteboard so that students can write their predictions and or inferences over them.

Study Caldecott Winners

In order to be win a Caldecott medal, a book's illustrations must aid in telling the story. Look at previous Caldecott winners or strong contenders for the current year. How do illustrations help our understanding of the story? Specific requirements for the Caldecott medal and past winners can be found here.

Same or Different Book

Select a familiar story for which there are several versions. Fairy tales work well for this activity. Students create a book that illustrates how the versions are either alike or different. Follow these steps to make the book: Divide the paper into halves, labeling each half with one of the book titles. If students are making a "different" book, they draw a picture of something that is different in each of the stories. If

students are making a "same" book, they draw a picture of something that was the same in each of the stories. Students may include as many pages as they like, or you may suggest topics for the pages such as characters, setting, problem, etc.

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Character Changes
Make a progressive list of words/phrases to describe a character while reading a story. Examine the list to determine how the character has changed throughout the story. Write a description of, or opinion of, or feelings about a character at the beginning of a book. Then write the same when the book is finished. Compare the two and tell how the character has changed and your feelings about the character have changed. Make a timeline of a character's development as a story progresses.

Fairy Tales Around the World
Read multiple versions of the same tale from different parts of the world. Have students show understanding of the fairytale by drawing illustrations of the fairytale. Analyze various components (characters, setting, conflict, solution, etc.) of the stories and keep track of the different components on a large chart that students can refer back to.

Theme Chart
Have students read a variety of books centered on the same theme. Create a class chart that summarizes the main points of each story. Lists of words used to describe similar characters could also be posted on the chart. These can help in defining relationships among characters in the books. Summarize the theme study by asking questions similar to the following: What is the author's intention? What have we learned about . . . that we did not know before? Which books remind us most of ourselves? How? How do different people cope with . . .?

Compare and Contrast Setting
Present the setting visually as a map showing a journey, a grid map or pictures built up progressively as the story is read, a travel brochure or poster, or a class mural, collage, or montage. Describe a setting from different viewpoints. Discuss descriptive passages to see how a writer has made them vivid, and then encourage students to use the same devices in their writing. Make progressive charts of descriptive words to use later as the basis for writing.

Narrative Story Structure
This is a lesson from the Florida Center for Reading Research that includes a graphic organizer for comparing characters, setting, events, problem, and solution across two different texts.

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Fairy Tales Around the World
From the EdSitement website (National Endowment for the Humanities) Activity number 5 provides a strategy that promotes the understanding of how illustrations can tell a story.

Character Map
This lesson from the Florida Center for Reading Research provides a template for early elementary students that encourages them to think about characters, their attributes, and their actions in a story.

Instructional Resources

Marcus, Leonard. *Show Me a Story!: Why Picture Boks Matter: Conversations with 21 of the World's Most Celebrated Illustrators.* Somerville, MA: Candlewick Press, 2012.
Picture books artists talk about their lives, their art and how the illustrations they create help tell the stories in the books.

Fountas, Irene C, and Gay S. Pinnell. *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8.* Portsmouth, NH: Heinemann, 2006.
This resource supports teachers in utilizing frameworks that support the teaching of comprehension, fluency, and vocabulary development.

Stafford, Tim. *Teaching Visual Literacy in the Primary Classroom: Comic Books, Film, Television and Picture Narratives.* Abingdon, Oxon, England: Routledge, 2011.
This resource provides teachers with strategies that emphasize the importance of visual text in picture books and beyond.

Kiefer, Barbara and Cynthia Tyson. *Charlotte Huck's Children's Literature: A Brief Guide.* New York: McGraw Hill, 2018.
This resource provides essential information for designing pre-K-to-8 literature programs. Expertly designed in a vibrant full-color format this streamlined text has a strong emphasis on researching evaluating and implementing quality books in the classroom the critical skills needed to search for and select literature.

Strand	**Reading: Literature**
Topic	*Range of Reading and Level of Text Complexity*

Standard	**RL.2.10** 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Previous Grade Level Progression Statement

In the previous grade level, students were expected to read prose and poetry of appropriate complexity for grade 1 with prompting and support. Students were expected to activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Content Elaborations

Readers activate prior knowledge and make text-to-text and text-to-self connections and comparisons as they develop a strong understanding of the text.

Teachers should consider both age-appropriateness and readability when selecting texts for students. Appendix A contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Scaffolding is the gradual withdrawal of adult support within the learning process in order to shift more and more responsibility for learning onto the student.

Next Grade Level Progression Statement

In the next grade level, students are expected to read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity range independently and proficiently by the end of the year. Students are expected to activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Overview of Text Complexity

→ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.

2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.

3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.

Qualitative   Quantitative

Reader and Task

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Instructional Strategies

Direct Modeling

Comprehending poetry and stories at the second/third grade levels requires lots of time and practice with the skills. Students can keep a reflection log. This log can be for students to draw pictures and write sentences to help them make text-to-self and text-to-text connections. The process works best if started at the beginning of the school year. Direct Instruction by the teacher to show students how to use the log for text-to-self examples (This reminds me when…) with both poetry and stories is necessary. Try to pick selections that all students in your class can relate to. Then, select text-to-text examples (This reminds me of when I read…) of stories or poems that have been used in the classroom. Remember that some students may need this shown repeatedly to be proficient enough to do these tasks independently.

Topics chosen for the direct modeling could be stories, such as *Do Unto Otters: A Book About Manners* by Laurie Keller. Such stories (there are dozens out there) could help students develop the Social Emotional Development Strand Self-Regulation 1) Demonstrate an understanding of what behaviors are considered acceptable and desirable by peers and adults. 2) Demonstrate self-control in a variety of situations and settings. 3) With increasing independence, take responsibility for behaviors and associated consequences.

Encourage students to take out library books that are at their independent reading level so that they can use these strategies on their own. This will increase their comprehension of both stories and poetry. As the school year goes on monitor what levels the students are reading and make sure they are working at their independent reading level to get the most out of the strategy.

SIFT Literary Analysis Strategy

Use this mnemonic device to analyze poetry or any narrative text.

S Symbols: Examine the title and text for symbolism

I Images: Identify images and sensory details (sight, sound, taste, odor, texture)

F Figurative Language: Identify and analyze non-standard use of language, including metaphor, simile, repetition, omission, unusual word order, slang, etc.

T Tone and Theme: Discuss the tone taken by the author. Message or moral: Why did the author create this work?

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Reading Response Letters
Each week, have students write a letter to their teacher or a peer about what they are reading. The prompt can change weekly and teachers or peers can continue the dialogue by writing back. Further information about reading response journals and letters can be found here.

Talking Drawings
In the Talking Drawings strategy students activate prior knowledge by creating a graphic representation of a topic before reading a book. After they have heard or read the book, students will re-evaluate their prior knowledge by drawing a second depiction. They will then summarize what the different drawing says to them about what they learned. Have students share their before and after drawings with a partner. Students should discuss the differences between the two depictions of book. What do the two drawings tell them about what they learned or heard?

The Hot Seat
Prior to the beginning of class, prepare questions related to a character from a book with which students are familiar and write them on sticky notes. Four to five questions are usually enough. Place the sticky notes underneath student desks/chairs so that they are hidden from view. At the start of the class, inform students that several of them are sitting on "Hot Seats" and will be asked to answer questions. Have students check their desks/chairs for the sticky notes. Students who have questions on sticky notes will then take turns reading the question and attempting to provide an answer as the character being highlighted.

Comprehension Strategies: Making Connections
This document is the first in a series of support materials from Northern Adelaide Senior College, Department for Education and Child Development South Australia. This strategy is designed to help students make text-to-text, text-to-self, and text-to-world connections.

Instructional Resources
Roessing, Lesley. *The Write to Read: Response Journals that Increase Comprehension*. Thousand Oaks, CA: Corwin Press, 2009.

Lysaker, Judith. *Before Words: Wordless Picture Books and the Development of Reading in Young Children*. New York: Teachers College Press, 2018.
This resource explains how to use wordless picture books to develop reading skills in early elementary children.

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Kiefer, Barbara and Cynthia Tyson. *Charlotte Huck's Children's Literature: A Brief Guide.* New York: McGraw Hill, 2018.
This resource provides essential information for designing pre-K-to-8 literature programs. Expertly designed in a vibrant full-color format this streamlined text has a strong emphasis on researching evaluating and implementing quality books in the classroom the critical skills needed to search for and select literature.

Wooten, Deborah, Lauren Aimonette Liang, and Bernice Cullinan. *Children's Literature in the Reading Program: Engaging Young Readers in the 21st Century.* New York: Guilford Press, 2018.
This resource addresses how to incorporate children's literature into the K–8 reading program. A strong emphasis on diverse literature is woven throughout.

READING INFORMATIONAL TEXT STRAND

Strand	Reading: Informational Text
Topic	***Key Ideas and Details***

Standards	**RI.2.1** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
	
	RI.2.2 Analyze informational text development.
	  a. Identify the main topic of a multi-paragraph text.
	  b. Identify the focus of specific paragraphs within the text.
	
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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Previous Grade Level Progression Statement
In the previous grade level, students were expected to ask and answer questions about key details in a text, to identify the main topic and retell using key details of a text. Students were expected to describe the connection between two individuals, events, ideas, or pieces of information in a text.

Content Elaborations
Readers who engage in questioning, discussing, and studying the key details as they read, gain a deeper understanding of informational text. A main topic is a general category that a text may fall under and is not to be confused with a main idea. A topic is stated in a single word or phrase. For example, "space" or "animal habitats" might be topics. In this case, the focus of specific paragraphs within the text would be "the moons of Jupiter" or "deserts".

Being able to see the relationships in people/ideas/concepts over the course of an informational text is the foundation for synthesizing and analyzing elements in an informational/nonfiction text once students reach high school

Next Grade Level Progression Statement
In the next grade level, students are expected to be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students are expected to analyze informational text development, including determining the main idea of a text. Students are expected to retell the key details and explain how they support the main idea.

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Instructional Strategies

3-2-1 Strategy
In this strategy, students keep a record of their own comprehension of a text and can use this information to talk about what they have read. After reading a book or hearing one read aloud, students are asked to record:
- 3 things they learned
- 2 things they found interesting or that they would like to learn more about
- 1 question they still have about the book or concept.

Graphic organizers for this strategy can be found in many places on the internet including:
- ReadWriteThink
- Rhode Island's Toolbox of Ideas
- Reading Response Activities with Graphic Organizers

Table-top Graphic Organizer
When focusing on the main idea and supporting details of a nonfiction text, teachers can use this tool to help students create a visual display called a Table Top Graphic Organizer. The top of the table is the main topic and a supporting detail is placed on each of the four legs. Students fold the graphic organizer to show that the legs (details) support the table (main topic).

Content Scramble
After reading a nonfiction text identify the historical events, scientific ideas or concepts, or steps in a procedure and write each on its own index card. Include images on the cards to make them accessible for all students. Ask students to arrange the cards in an order that makes sense to them. How do the cards build on one another? What is the connection between the cards? What relationships can we identify?

This activity should be done first in a whole group setting and later moved to small groups. Students are encouraged to have discussions within their groups as they work together to put the cards in a logical order based on the text they have read.

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Forensic Finds

As a detective, students must use Who, What, When, Where, Why, and How to discover textual evidence. Have students trace their hands on a piece of construction paper. Write Who, What, When, Where, Why at the end of each finger, and How on the palm of the hand. Have students take the information from a text, and fill out the details. This strategy can also be done with a large glove. Label each of the fingers, using a permanent marker, with the 5Ws and H. The student with the glove should use the question on each of the fingers to prompt them through their retelling. Students can use this information to write a summary sentence. This activity is a great way to introduce signal words, because these are the questions that good reporters or detectives always ask to get the most important details. If students have used a printable template of the graphic organizer have them cut out the hands for student display.

HIP

It is hip to be a reader. Have students use this strategy to think about the reading:
- **H** Headings- Read and think about the information provided in the headings.
- **I** Introduction- Read and think about the information provided in the introduction.
- **P** Make a prediction about the topic or central idea of the text.

CATAPULT

When students read a nonfiction text, they are catapulting forward in understand the text. Use the mnemonic CATAPULT to help students visualize what has happened in the text. Use this strategy to help students interact with the text. The mnemonic is:
- **C** Covers- What do you notice when you look at the cover of a text? What does this make you think the book will be about?
- **A** Author- What does the author's page say at the end of the text about his or her expertise on this topic?
- **T** Title- What does the title of the text tell you about the topic? And possibly the author's central idea?
- **A** Audience- Who was this text written for? Why do you think the author would want this audience to know about this topic or central idea?
- **P** Page 1- Read page (1) and make a prediction about the topic and the author's central idea.
- **U** Underlying message- Think about that you have already previewed. What do you think the author's central idea is going to be? Why? What's your evidence?
- **L** Look at features – What do the text features like photos, diagrams, and maps tell us?
- **T** Time, place, and important people- From what you have previewed so far, what can you say about when the topic of this article takes place? Where this event takes place? The important people described? What do you think the people will be doing? Or learning?

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TELL

Have students preview the text using the mnemonic device TELL:

- **T** Title- What does the title tell us about the topic or central idea of the text?
- **E** Examine- Examine the text features. What clues do the features provide about the topic or central idea of the text?
- **L** Look- Look at bold words or word in italics. Use these words to make a prediction about the topic or central ideas of the text.
- **L** Look- Look up and predict what the text will be about overall—based on your preview of the text in the first three steps of TELL.

The Coding Method

The coding method strategy comes from Hoyt, Linda. *Revisit, Reflect, Retell: Time-tested Strategies for Teaching Reading Comprehension*. Portsmouth, NH: Heinemann, 2009. Teachers use the strategy to introduce students to self-monitoring. As students read a nonfiction text have the following questions and symbols available so that they can being to monitor their understanding of the text:

> (+) Is this new information for me?
> (*) Is this information I already knew?
> (?) What do I not understand about this information? What are my questions? (!)
> Wow, this is really cool stuff!

If there are several students reading the same text, they can form a group to discuss the things they marked; these same students may be able to answer questions the other students had. After practicing the strategy, students can use this information to retell the information in the text they have read.

Using Your Senses

Have students use their five senses to imagine what something looks like, smells like, feels like, or tastes like while reading an informational text. Select a passage what contains sensory details (e.g., a sheep shearing). Read the passage aloud while student follow along, stopping at appropriate points, and asking students to imagine the scene:

The text describes a farmer shearing his sheep. Have you ever seen a sheep up close, maybe on a farm, or on TV? What did its coat look like? What color was it? Allow time for students to share their experiences. Continue to prompt them to visualize the scene. What does the book say about…? What sounds…? What smells? Describe them? Select another vivid passage to read aloud. This time let students volunteer their images. Ask students what they discovered about using their imaginations to help them understand text.

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The THIEVES Mnemonic

This strategy is used to preview the text. Students should think about how these features provide clues about the information they will be encountering. Here is the list of features and the questions the reader might ask:

- (T) Title- What does the title make me think the test will be about? What might be the central message the author is trying to communicate? What do I already know about his subject?
- (H) Headings- How has the author divided the content of this text into smaller topics? What are these smaller topics? Based on these topics, what do I think I will read about in each section? How does that relate to the larger ideas in the text?
- Introduction- What does the introduction do to make me curious about this subject?
- (E) Every first sentence in each section- What additional details can I gather about the content of the text?
- (V) Visuals and vocabulary- What do the accompanying features like figures, captions, and boxed information tell me about the content of this article? Are there words in boldface type or italics that I need to pay special attention to as I preview the text? What do they mean?
- (E) End-of-article or end-of-chapter questions- How does the author wrap up the writing? What questions will I need to answer?
- (S) Summarize thinking- If I think about all the information I have gathered, what do I predict I will be reading about? What do I think the author's central ideas will be in this text?

Concept Mapping

This strategy can be used during pre-reading and post-reading. Its purpose is to depict the relationships among key concepts and related technical terms in a text passage.

• First, list a number of related concepts and technical terms (from text or general knowledge). As you create the list, explain your thought process: why the key concept made you think of each term you listed, and the connections you see between each term and key concept.

• Next, create a map for the terms you have listed. In order to do this, classify the terms into categories. Verbalize your thoughts as you identify appropriate categories, label each, and write the terms under the appropriate category label.

When students understand the concept, write a new term on the board, divide students into groups, and have them to brainstorm as many words and concepts as they can think of. Have them to reorder them into classified groups. Share all the semantic maps to create one large map on the boards. After reading each passage, have students add to the map. For struggling students or ELL students, categorizing a pre-made list into a map like the first time would be helpful until they are ready to do it on their own.

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Instructional Resources

Hoyt, Linda. *Revisit, Reflect, Retell: Time-tested Strategies for Teaching Reading Comprehension.* Portsmouth, NH: Heinemann, 2009.

Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers.* Portsmouth, NH: Heinemann, 2015 is a teacher toolbox of lessons to use as mini lessons or small group instruction. It includes lessons for a variety of levels of readers.

Beers, G K, and Robert E. Probst. *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies.* Portsmouth, NH: Heinemann, 2016 provides a framework for teaching nonfiction reading strategies in both whole group and small group settings.

Fountas, Irene C, and Gay S. Pinnell. *Genre Study: Teaching with Fiction and Nonfiction Books: Grades K-8 +.* Portsmouth, NH: Heinemann, 2012 Pinnell is a foundational text that explores the understandings of the genres of fiction and nonfiction.

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Strand	Reading: Informational Text
Topic	*Craft and Structure*
Standards	**RI.2.4** Determine the meaning of words and phrases in a text relevant to *a grade 2 topic or subject area.*
	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text. Students used text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate information in a text. Students were expected to distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Content Elaborations
As students get older they are exposed to more complex nonfiction text related to the social studies, science and math curriculum. There is content specific vocabulary that students have wide ranging application in the 'real world'.

Text features in both print and digital nonfiction texts are like roadmaps. They provide information that can help guide a student through a nonfiction text. Students begin to understand that text features help locate information, give 'hints' about the subject of a section or chapter and can help clarify the meanings of unfamiliar concepts.

Next Grade Level Progression Statement
In the next grade level students will increase their understanding of and learn new text features. They are expected to increase their understanding of words and phrases as they are related to content specific ideas and concepts. Additionally, they begin to examine the perspective of an author and work to understand that an author's ideas about a topic may be different from their own.

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| Grade 2

Instructional Strategies

Thinking about Vocabulary
Ask questions that encourage deeper level thinking about vocabulary a nonfiction text. For example, ask students "What word could you use to replace the word *shelter* in the sentence: *The birds had to build a new shelter after the storm?* (*refuge, home, haven, sanctuary*). Practice this skill with a variety of informational texts. Create word webs that have a content word in the center and synonyms for that word extending outward.

ReadWriteThink provides additional information about the value of creating word webs with students and includes strategies for classroom use. WordClouds is a word web generator that is free to use.

```
   cover                           protection


             shelter

   home                            camp
```
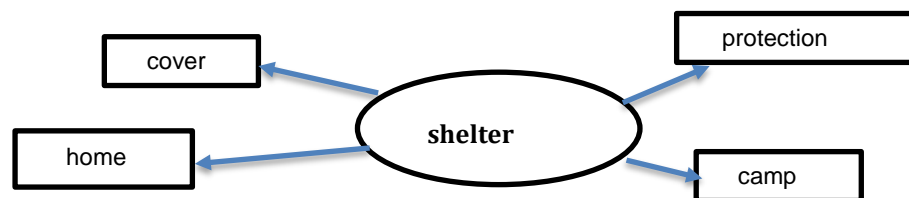
Text-Dependent Questions (TDQs)
After reading a content rich nonfiction text, help students get a deep understanding of the text by asking text specific questions. Typical text dependent questions ask students to perform one or more of the following tasks:
- Analyze paragraphs on a sentence by sentence basis and sentences on a word by word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated. (adapted from Oakdale Unified School District, CA)

This video from the Achievement Network shows a 2nd grade teachers use text-dependent questions to boost student understanding. Prompts for test-dependent questions as developed by Richard and Hawes can be found here.

Text Cut and Paste

Provide students with grade appropriate short informational text. Have students read the text aloud to a partner. Create a document that has the text divided into sections that students can cut apart. Partners must work together to determine the main purpose of the text (why the author wrote the text). Students can write their answer on paper and then cut out the sections of the text that supports this idea. Teacher will have questions written on the board for students to consider as they use the cut-out text.

- What questions does the author answer?
- What does the author explain?
- What does the author describe?

Once partners have made their decisions, they can post their responses under the heading that they feel best fits. Encourage students to defend why they made the choices that they did in whole group setting.

Text Feature Checklist

Display an informational text on an easel or projector to the class. Distribute multiple copies of the text to students in order to follow along. Use a checklist that has a space for students to write the text feature, the page or paragraph number where that text feature can be found and explain the purpose of that feature. Include the following features on your checklist: table of contents, headings, bolded words, glossary, index, sidebars, fact box, captions, photographs, diagrams, tables, graphs, maps, flowcharts, webs, timelines, and reference. Model going through each feature and finding it in the shared text. Then, break students into smaller groups, assigning each group a different book. Have students work together to complete the checklist with the new book. National Behavior Support Service has developed a multiple day lesson to help students recognize and identify the purpose of text features.

Instructional Supports for the Model Curriculum

Thinking Aloud Script Writing
Select a complex text (book, newspaper, or magazine article) above most students' reading level. Select a section of text to use for the Think-Aloud and consider what you want the students to be able to do as a result. Prepare a script using the Think-Aloud prompts. Project the text to the document camera. Read the text aloud to the students, thinking aloud as you go. Refer to your script as needed. Have students tally the think-aloud strategies they think they heard. Once your reading is complete encourage students to identify the type of thinking they heard you do and what they learned from the demonstration. Have students split into groups and create their own Thinking Aloud scripts.

Aunty Annie's Annotations
This strategy involves students interacting with a text by using symbols, underlining, circling, putting question marks, bullet points or arrows, etc. Select an informational text to use slightly above most students' reading level. Explain that you will be helping Aunty Annie make the correct annotation on the document. Explain that you will be looking for difficult vocabulary main ideas, key details, text features (captions, headings), student question, author's message, and claims or arguments. As a class, determine which symbol should be used, and create a chart to display in the classroom. Imagine that you are all helping Aunty Annie make the correct annotations in a text

Instructional Resources

Fisher, Douglas, and Nancy Frey. *Text-dependent Questions, Grades K-5: Pathways to Close and Critical Reading*. Thousand Oaks, CA: Corwin Press, 2015

Rickards, Debbie and Shirl Hawes. Connecting reading and writing through author's craft. *The Reading Teacher*. 60(4) 370-373. This resource provides teachers with ways to help students make focused connections in reading and writing throughout the day.

Instructional Supports for the Model Curriculum

Overturf, Brenda J, Leslie H. Montgomery, and Smith M. Holmes. *Word Nerds: Teaching All Students to Learn and Love Vocabulary.* Portland, Me: Stenhouse Publishers, 2013. . This easy-to-read reference explains how to plan, teach, and assess based on the latest research in vocabulary instruction and learning. Forget copying definitions from the dictionary and completing boring worksheets! Word mastery comes from intimate knowledge of language. From prediction to practice to performance, students from all backgrounds can discover how to make words their own.

Beers, G K, and Robert E. Probst. *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies.* Portsmouth, NH: Heinemann, 2016. Provides a framework for teaching nonfiction reading strategies in both whole group and small group settings.

Strand	Reading: Informational Text
Topic	*Integration of Knowledge and Ideas*
Standards	**RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **RI.2.8** Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points. **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to use the images and details in a nonfiction text to describe its key ideas and extend their understanding of the content. Students were expected to identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Content Elaborations
At this grade level students are expected to understand that the visual pieces of a text (images, charts, maps, graphics etc.) are an intentional inclusion by the author or illustrator to further explain and/or enhance a concept that is being discussed. In today's media rich world, it is critical that students start early analyzing the message that is carried by the images in nonfiction text.

Students begin to look at what an author says, develop an understanding of why it was said that way, and begin to look for the ways that the author supported the things that were said.

Just as they are doing with nonfiction, students at this grade level begin to look across texts to determine similarities and differences in the way that information is presented. As they look across texts they are able to determine the most relevant information on the topic being studied.

Next Grade Level Progression Statement
In the next grade level, students are expected to use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Students are expected to describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Students are expected to compare and contrast the most important points and key details presented in two texts on the same topic.

Instructional Supports for the Model Curriculum

Instructional Strategies

Survey the Text
Ask students to look at an image in a text. Ask students what jumps out at them? Ask yourself what the text is mostly about. Then, go back and read the text with that main idea in mind. Check the facts to see if they really fit the main idea that you have thought of. Revise the main idea, if needed.

Class Knowledge
Create a text set of books around a common topic. The text set should include books to be read aloud, books to be read independently, books for shared and guided reading and books that can be sent home and shared with family members. The topic can be fleshed out so that is used across multiple content areas. For example, a text set on Food might include:

- *Good Enough to Eat by Lizzy Rockwell*
- *Food From Farms by Nancy Dickman*
- *How Did That Get in My Lunchbox? by Chris Butterworth*
- *Bring Me Some Apples and I'll Make You a Pie by Robbin Gourley*
- *Bee-Bim Bop by Linda Sue Park*
- *Anise Loves Green Food by Annise Carraba*
- *Food Play by Joost Evers*
- *Playing with Food Lousie Lockhart*
- *Green is a Chile Pepper by Roseanne Thong*
- *Bon Appetit! The Delicious Life of Julia Child by Jessie Harland*

Main Point and Reasons
Before reading a nonfiction text, write one main point from the book on a chart. Ask students to think about what they know about this point. Read the book aloud to the group. Have assigned to check off or cross out the ideas on the list. On another day, read the book again, this time ask students to make a list of things that the learned after hearing it read. As they make the list ask them to identify 'how they know' that piece of information and add that information to the chart as well. Their answers may be as simple as they saw it in a diagram or image in the book to having heard it from a specific paragraph. When charting, be as specific as possible about identifying the location of the 'support' for their learning as this will build a foundation for identifying a main idea and supporting details in the next grade level.

Instructional Supports for the Model Curriculum

Name the Graphical Devices

Help students to decipher particular types of graphical devices, such as captions, diagrams, graphs, insets, maps, tables, and timelines. Create a chart including the name of the graphical device, the definition, and an image to represent that device. After sharing the chart with students via the projector or handout, have students evaluate different books to determine which graphical devices are used throughout. Form small groups and have them complete separate charts based on the specific book title selected. Afterwards have them share their findings with the group.

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Main Topic and Support

Help students create a graphic representation of the core concept or idea, find the fact or information to support the concept. Find an appropriate informational text to use for this activity. Use a projector to demonstrate. On a blank sheet, draw a large circle in the middle. Identify the main concept and use words, phrases, or drawings to fill the large circle. Draw (3) stems from the large circle and attach a circle to the other end. Encourage students to find ideas that are connected to that concept in the nonfiction text being studied and draw or write those ideas in the smaller circles.

Text Comparison
Compare the titles of two different books on the same topic. Ask students to think about what they would learn in one book and in the other based on the title. Compare the table of contents in two books. What are the differences? Using the text features only, ask students to make a list of what might be different in the way these two books treat the same topic.
For example:
- J. D. Stevens *Sharks!* Vs. Ann Schrieber *National Geographic Readers*: *Sharks!*
- Ann Rockwell *Clouds* vs. Erin Edison *Clouds*
- Todd Parr *The Family Book* vs. Shelley Rottner *Families*

Video Comparison
Show two different short videos on the same topic. Give the students a Venn Diagram. Ask them to work in pairs tell what was the same about the information and what was different.

Instructional Supports for the Model Curriculum

Cousin Venny's Pizza Diagram

Use a Venn diagram to compare and contract two informational texts on the same topic, but from varying perspectives. Have students help Cousin Venny make a pizza diagram with visual representations as the toppings. Using construction paper or magazines, have students create visual representations of similar and different information/concepts found in both texts. Use the outer circles to glue, staple, or tape visuals representations of what is different in the texts. Use the overlapping circles section to glue, staple, or tape visuals representations of what is alike about the texts. Decorate the outer diagram to look like pizza crust, cut out slogans and images from old pizza advertisements to embellish the project. Can be done as a small group project or individually.

Use question stems to help students gather information: How are _____ and _____ alike? How are _____ and _____ different? How do the ideas in _____ compare to the ideas in _____? How does _____ from the _____culture, compare to _____ from the _____culture? Why do you think the author of _____ used the same pattern of events that was used in _____? How did the author (1) organize the text in comparison with how author (2) organized it?

Exploring Compare and Contrast Structure in Expository Text
This lesson from ReadWriteThink helps student identify and analyze the compare and contrast text structure of nonfiction texts. An Interactive Venn Diagram can be used to enhance the lesson. A printable Compare and Contrast Chart can also be found at the ReadWriteThink site.

Instructional Resources

Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers.* Portsmouth, NH: Heinemann, 2015 is a teacher toolbox of lessons to use as mini lessons or small group instruction. It includes lessons for a variety of levels of readers.

Beers, G K, and Robert E. Probst. *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies*. Portsmouth, NH, Heinemann, 2016 provides a framework for teaching nonfiction reading strategies in both whole group and small group settings.

Duke, Nell. *Inside Information: Developing Powerful Readers and Writers of Informational Texts through Project-Based Instruction.* New York: Scholastic, 2014.
This text shows teachers how to build skills in reading and writing major informational text types through project-based instruction.

Strand	Reading: Informational Text
Topic	***Range of Reading and Text Complexity***
Standard	**RI.2.10** 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.

Previous Grade Level Progression Statement In the previous grade level, students were expected to read appropriately complex informational texts with prompting and support.

Content Elaborations

Teachers should consider both age-appropriateness and readability when selecting texts for students. Through extensive reading of a variety of complex informational texts, students will gain content knowledge and build important reading skills and strategies, as well as become familiar with various text structures and features. Students must read widely and deeply from high quality, challenging texts and develop the skill, concentration, and stamina to read these texts independently and proficiently. Appendix A contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Next Grade Level Progression Statement
In the next grade level, students are expected to read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity independently and proficiently.

Overview of Text Complexity

Text complexity is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.

2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.

3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.

Qualitative   Quantitative   Reader and Task

Instructional Supports for the Model Curriculum

Instructional Strategies

Book Talks
Do book recommendations or book talks before independent reading time to spark interest in more complex books. Initially these should be done by the teacher, but once students are comfortable with the idea, students can participate as well. Students should write their book-talks out on colored index cards. They should include book title, author, illustrator, genre, visual about the book, challenge level (low 1-5 high), catchy opening statement, what attracted me to book, short problem summary, what I liked/disliked, overall rating 1-10, changes I would make to the story, other books by this author, information about author, information about illustrator, snappy closing summary, would I recommend this book? Why? Listeners can be encouraged to ask book specific questions.

Table of Content Predictions
This strategy helps students activate prior knowledge about a topic and make predictions about the text content. Have students locate the table of contents in a text. Review what it is and how it helps readers locate information. Provide students with a variety of informational book titles containing table of contents. Instruct students NOT to open the books. Ask them to review the title and examine the front and back covers for clues. Have them to create a table of contents based on what they have observed. Have students to open their books and compare their table of contents with the original.

Emphasize there is more than one way for an author to organize information. Ask students to read the book and discuss why they think the author chose to organize the text the way he or she did.

Create a KWHL Chart
This is an adaptation of the KWL strategy (Ogle, Donna, 2011) Select a book, newspaper, or magazine article appropriate to your students' abilities. Project a large KWHL Chart to the class prior to reading the article. Ask students what they know about the topic of the text, what they would like to know more about, and how they will find information related to what they want to know. Once the reading is complete work together to list the new things that they have learned..
(K)- What I KNOW
(W)- What I WANT to Know
(H)- HOW Will I Find Out
(L)- What I LEARNED

Instructional Supports for the Model Curriculum

Create a KLEW Chart

KLEW (Hershberger, Zambal-Saul, and Starr (2006) *Evidence helps the KWL get a KLEW*.) is another adaptation of the KWL strategy. When selecting appropriate texts, use read aloud texts as well as a variety of texts related to the same topic or theme. Project a large KLEW Chart to the class, and have students create their own.

(K)- What I KNOW
(L)- What I LEARNED
(E)- What EVIDENCE Do I Have for My Learning?
(W)- What Additional Questions or WONDERINGS Do I Have?

Five A's for Evaluating Informational Materials

Have students consider the Five A's (Moss, B (2002) *Exploring the Literature of Fact*. New York: Guildford Press) when evaluating informational text for individual, group or classroom use.

(1) The AUTHORITY of the author: Who is the author of the book or article? Who is the publisher of the website? What are their qualifications?
(2) The ACCURACY of the text content: Are text and visual matter accurate? Did they explain where they got the information? Cite experts? Provide references? Bibliography? One viewpoint or many? Biased information? Information current?
(3) The APPROPRIATENESS of the text for the age group of the audience: Is the level of difficulty and writing style age appropriate? Headings and subheadings? If website, does it load quickly? Easy to navigate? Pictures and visuals support text?
(4) The literal ARTISTRY: Does it read like an encyclopedia or in engaging style? Does author use a hook to engage readers? Does author use…examples, analogies, metaphors, similes, and other literacy devices to help better understand the text?
(5) Kid APPEAL: Are there interesting visuals? Does it appeal to students in your grade level? Would you pick up the book or go to website on your own?

Instructional Supports for the Model Curriculum

IEPC Foldable

This strategy (Wood (2002) *Aiding comprehension with the imagine, elaborate, predict, and former (IEPC) strategy.*) encourages students to make predictions, and refer to the text to modify predictions, which requires critical thinking skills. Select a topic of study then select a specific passage that contains content appropriate for developing imagery and introduces the topic studied. Have the students fold a piece of paper horizontally into four columns labeled *IEPC*:

(I)- IMAGINE- Set a purpose for reading, imagine a scene as you read, use the 5 senses. Have students share their images with a partner or group. In this column, record words and pictures.

(E)- ELABORATE- Consider classmates' initial responses. What did you learn from talking to classmates? What had you forgotten? What textual connection can you make? In this column record the responses.

(P)- PREDICT- Use information they wrote in columns (I) and (E) to make predictions about the content found in the rest of the text. What do you think the rest of the book will be about? What do you think will happen next? In this column record the predictions.

(C)- CONFIRM- During and after reading encourage students to refer to column (P). Were you able to confirm your predictions? Did you have to modify the predictions based on what you learned from the text? How and why? In this column, record confirmations and modifications.

Instructional Resources

Ogle, Donna and James Beers. *Engaging in the Language Arts: Exploring the Power of Language*. New York: Pearson Publishing, 2011. This book focuses on helping teachers ensure that students learn to use language to communicate with others effectively in our increasingly culturally and linguistically diverse society.

Hershberger, Kimber; Carla Zembal-Saul, and Mary Starr. Evidence helps the KWL get a KLEW. *Science and Children.* 43(5): 50-53. This article provides an update to the KWL chart that is useful across content areas.

Moss, Barbara. *Exploring the Literature of Fact: Children's Nonfiction Trade Books in the Elementary Classroom*. New York: Guilford Press, 2002.
This book provides teachers with strategies for using nonfiction in language arts and content area instruction.

Wood, Karen. Aiding comprehension with the imagine, elaborate, predict, and confirm (IEPC) strategy. *Middle School Journal*, 33(3), 47 54.
This strategy helps students focus on key concepts in a passage so that the author's message and content can be discussed

Daniels, Harvey. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. York, Maine: Stenhouse Publishers, 1994. In this guide, you will find new strategies, structures, tools, and stories that show you how to launch and manage literature circles effectively. Advanced variations are explored and include alternatives to role sheets and flexible new guidelines for their use.

Fountas, Irene C, and Gay S. Pinnell. *Guided Reading: Good First Teaching for All Children.* Portsmouth, NH: Heinemann, 1996 Guided Reading was written for K-3 classroom teachers, reading resource teachers, teacher educators, preservice teachers, researchers, administrators, and staff developers. Based on the authors' nine years of research and development, it explains how to create a balanced literacy program based on guided reading and supported by read aloud, shared reading, interactive writing, and other approaches.

READING FOUNDATIONS STRAND

Strand	Reading: Foundational Skills
Topic	*Phonics and Word Recognition*

Standard	**RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.
	    a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
	    b. Know spelling-sound correspondences for additional common vowel teams.
	    c. Decode regularly spelled two-syllable words with long vowels.
	    d. Decode words with common prefixes and suffixes.
	    e. Identify words with inconsistent but common spelling-sound correspondences.
	    f. Recognize and read grade-appropriate irregularly spelled words.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to know consonant digraphs, single syllable words, know final –e and vowel team conventions for representing long vowel sounds. Students were taught syllabication rules and are able to determine how many syllables are in a single word. Students have learned to decode words with more than one syllable and can spell grade level words that are irregular in form.

Content Elaborations
Learning to recognize and decode printed words develops the skills that are the foundation for independent reading. The National Reading Panel advocates systematic phonics instruction as part of a balanced literacy program. Phonics and other strategies are used for word recognition. Reading is the act of recognizing words and understanding the individual and collective meanings of those words. The ultimate goal of phonics instruction is to understand the meaning of the text. Phonics makes decoding an integral part of the reading and writing experience.

Next Grade Level Progression Statement
In the next grade level, students are expected to identify, decode, and understand the most common prefixes and suffixes. They are expected to decode multi-syllable words (i.e., rocket, lumber, muskrat, temper, candle). Students at this grade level will also be expected to read irregularly spelled words that are more complex than they have had at this grade level.

Instructional Supports for the Model Curriculum

Instructional Strategies

Making Words
This hands-on activity promotes the development of phonological awareness as well as students' understanding of the alphabetic principle. Making words is a hands-on activity that challenges students as they learn new words and sort them by letter patterns, prefixes, suffixes, and big word parts. With each lesson, students use pre-selected letters to make 15 to 20 words, starting with short words and building up to longer words. The teacher then gives clues, such as "this is a three-letter word that is the opposite of hot". Students use their letter tiles to form the word "cold".

The clues get progressively harder and involve an increasing number of letters each time. Ultimately, students will use all letters to make the "mystery word". For more on the making words strategy visit the Teaching Tolerance website here.

Word Chains
Word chains allow students to practice recognizing differences between similar sounding words. In early phonics instruction, word chains are used to have children practice sound-symbol correspondence and understand words can differ by a single phoneme. Word chains must be carefully planned, each word only differing from the next by one phoneme-grapheme correspondence, and teachers should consider the difficulty of the task: the initial position is the easiest place for a child to hear a contrast, the final position more difficult, and the medial position most difficult. This strategy may also be referred to as Word Ladders.

This strategy, along with other word study strategies, is explained in the professional resource Rasinski, Timothy V, and Jerry Zutell. *Essential Strategies for Word Study: Effective Methods for Improving Decoding, Spelling, and Vocabulary*. New York: Scholastic, 2010

Sound/Spelling Cards and Sound Wall
Teachers use sound/spelling cards to provide a clear model of speech sounds and their spellings. A sound wall can be displayed to provide an interactive tool for students to provide access and practice around sound/spelling patterns. Sound walls allow for deep learning of language structure as opposed to methods that support rote memorization of words.

Instructional Supports for the Model Curriculum

Phonics Jeopardy
Make a Jeopardy Board with categories such as long vowels, short vowels, prefixes, and suffixes. There are clues for each dollar amount and the contestant answers with a question and then spells the word. For instance, *I'll take prefixes for $100*. The host reads the questions; You do this when you want to view something again. The contestant answers: What is review, and then spells the word. Jeopardy Labs is a site that allows you to construct this type of game.

Word Sorts
In word study, teachers encourage students to compare and contrast patterns in words. One common method for doing so is by having students sort words. Words can be sorted using a *closed sort* (teacher tells the student how to sort the words in predetermined categories) or an *open sort* (students discover ways to group words and explain the categories they create). When sorting, students use their word knowledge to separate examples that go together from those that do not.

In addition to sorting, students may hunt for words in their reading and writing that fit the pattern being studied, may construct a word wall illustrating examples of the different patterns studied, may keep a word study notebook to record the known patterns and their new understandings about words, or may play games and activities to apply their word knowledge (Bear et al., 2000).

Teachers then test students' pattern knowledge rather than their ability to memorize single words. For example, a teacher might have students work with twenty words during a word study cycle and then randomly test students on ten of those words. For students studying the *-at* family, a teacher might include the word "*vat*" on the spelling test even though it wasn't on the initial spelling list – this allows the teacher to see if students are able to transfer their knowledge of the "at" chunk to a new word they haven't seen before.

Practice Making One Syllable Words
Use letter tiles to build simple CVC words. Add the silent e to the words to show the change in the vowel sound between long and short (i.e., mad/made, rat/rate, dot/dote, rot/rote, fin/fine). This activity works best with teacher activity helping the students work through the sounds. This strategy could be digitally enhanced by teacher making a Kahoot and using the Jumble feature with letters to make words.

Student Record
Students can be introduced to a vowel team of the week/month. During their independent reading and classroom readings encourage them to do a search for vowel team words and add the words to a display using a sticky note.

Instructional Supports for the Model Curriculum

Prefix and Suffix Flipbook
Students will blend root words and affixes to make a new word in this activity. The students use a premade book to flip through word parts to make words using different root words and prefixes and suffixes. Students record both real and nonsense words on a sheet of paper. This activity is good for partner and small group work. Students can discuss their words after they have each found a specific number, indicating which are real and which is nonsense; then use their understanding of the affix to define the words that are 'real'.

Elkonin Boxes
Elkonin boxes build phonological awareness skills by segmenting words into individual sounds, or phonemes. To use Elkonin boxes, a child listens to a word and moves a token into a box for each sound or phoneme. In some cases, different colored tokens may be used for consonants and vowels or just for each phoneme in the word. You can also extend this to use "letter boxes" where there is a box for every letter. This helps with students looking at specific aspects of words. For example, the word say, you would have 3 boxes, 1 for each letter, not 2 for the 2 sounds.

Explicit Instruction
Explicit instruction is a way to teach skills or concepts using direct, structured instruction. It includes the following steps:
(1) Model with clear expectations – demonstrate the skill being taught in the same way that students will be using it. Instruction should use language that is clear, concise and consistent.
(2) Verbalize the thinking process – the teacher should think-aloud of what is happening in their mind, verbalize places where students might get stuck.
(3) Provide opportunities to practice – practice the skill with the whole class so that every step is clear to the students. Explicitly correct errors as they appear, provide an explanation of the error and how to change it.
(4) Give feedback – Once students have had guided practice give them the opportunity to practice independently. Teachers should provide immediate, actionable feedback as they circulate through the room.

This video shows Anita Archer, expert on explicit instruction, demonstrating the strategy.

Instructional Resources
The following texts may be helpful resources for teachers as they design and implement phonics and word study instruction. They are research based texts that are written in teacher-friendly language and include possible word lists, strategies, and a day by day sequence that teachers can use immediately or adapt to meet their own needs.
   • Ganske, Kathy. *Word Journeys: Assessment-guided Phonics, Spelling, and Vocabulary Instruction*. New York: Guilford Press, 2014
   • Bear, Donald R, Marcia Invernizzi, Shane Templeton, and Francine R. Johnston. *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. Boston: Pearson, 2016

- Pinnell, Gay S, Irene C. Fountas, and Mary E. Giacobbe. *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heinemann, 1998
- Cunningham, Patricia M, and Dorothy P. Hall. *Making Words: Multilevel, Hands-On, Developmentally Appropriate Spelling and Phonics Activities*. Carthage, IL: Good Apple, 1997

Rasinski, Timothy V, and Jerry Zutell. *Essential Strategies for Word Study: Effective Methods for Improving Decoding, Spelling, and Vocabulary.* New York: Scholastic, 2010.
This useful tool provides teachers with multiple idea to use for word study.

Moats, Louisa. *Speech to Print: Language Essentials for Teachers*. Baltimore: Brookes Publishing, 2010.

This resource provides educators with the necessary tools to understand the structure of written and spoken English, understand how children learn to read, and apply this foundational knowledge as they deliver explicit, high-quality literacy instruction.

Honig, Bill, Linda Diamond and Linda Gutlohn. *Teaching Reading Sourcebook.* Novato, CA: Academic Therapy Publications, 2019.
This resource is a provides a comprehensive reference about reading instruction including concise explanations of research-based practices, suggested readings, information about instructional sequence, assessment and intervention strategies, and sample lesson models.

Archer, Anita and Charles Hughes. *Explicit Instruction: Effective and Efficient Teaching.* New York: Guilford Press, 2011.
This resource provides teachers with the tools to implement explicit instruction.

Instructional Supports for the Model Curriculum

Strand	Reading: Foundational Skills
Topic	*Fluency*

Standard	**RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
	    a. Read grade-level text with purpose and understanding.
	    b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to read grade-level text with purpose and understanding, read grade-level text orally with accuracy, appropriate rate, and expression on successive readings, and use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Content Elaborations
Fluency encompasses the integration of pausing, phrasing, stress, intonation, and rate.

The focus of **Fluency** is developing automaticity in word recognition so the reader can process language for purpose and understanding. Fluency is the ability to read accurately and with proper expression. Fluency is not reading fast, but reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate knowledge of punctuation. Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension.

Next Grade Level Progression Statement
In the next grade level, students are expected to read with sufficient accuracy and fluency to support comprehension.

Instructional Supports for the Model Curriculum

Instructional Strategies

Audio-Assisted Reading

Audio-assisted reading allows students to hear a fluent reader as they follow the text (seeing the text is a critical element). This is an independent reading activity, so it is important to match students with texts that are at the student's independent reading level. After several opportunities to listen students should be asked to read a passage aloud from the text. Reading Rockets explains this strategy in further detail. Websites such as Storynory, Lit2Go, and Storyline Online provide free access to many audiobooks. In addition to audiobooks classroom read alouds provide opportunities for students to hear texts of all types read fluently. Teachers reading aloud effortlessly and with expression provide a fluency model for students. To build fluency, it is important for students to see the words that are being read as they hear them being read.

Repeated Oral Reading

In repeated oral reading the student participates in several oral readings of the same text focusing on accuracy, rate, and expression. Repeated oral readings can be done through various methods including choral reading, audio-assisted reading, partner reading, Readers Theatre, phrase-cue reading, radio reading, duet reading, and echo reading.

(This also connects to Ohio's Social Emotional Standard for Early Learning, Awareness, and Self Expression: STRAND: INITIATIVE Begin to practice skills purposefully in order to improve performance or for enjoyment.)

Teacher-Assisted Reading

Teachers reading aloud effortlessly and with expression provide a fluency model for students. To build fluency, it is important for students to see the words that are being read as they hear them being read.

Readers' Theatre

Reader's Theatre is the process of distributing a script to students and having students read with expression appropriate for a variety of roles. Students can provide a Reader's Theatre performance for parents, families, or other classrooms. Use Readers' Theatre to teach for appropriate rate and expression. When students use correct expression, they are exhibiting comprehension.

Choral Reading

In choral reading students read together as a group after hearing the teacher read a short text. The text should be at a reading level accessible to the group. Students should either have their own copies of the text or it should e projected large enough for all students to see it. Using big books and children's poetry are resources to use with choral reading. Patterned or predictable texts are especially useful for fluency practice.

Instructional Resources

Honig, Bill, Linda Diamond and Linda Gutlohn. *Teaching Reading Sourcebook*. Novato, CA: Academic Therapy Publications, 2019. This resource is a provides a comprehensive reference about reading instruction including concise explanations of research-based practices, suggested readings, information about instructional sequence, assessment and intervention strategies, and sample lesson models.

Rasinski, Timothy V, Camille Blachowicz, and Kristin Lems. *Fluency Instruction: Research-based Best Practices*. New York: The Guilford Press, 2012.
This is an accessible guide that brings together well-known authorities to examine what reading fluency is and how it can best be taught.

Rasinski, Timothy and Melissa Cheesman Smith. *The Megabook of Fluency*. New York Scholastic Professional, 2018.
This resource helps teachers plan and execute fluency lessons into regular classroom instruction.

Dowhower, Sarah Lynn. Effects of repeated reading on second-grade transitional readers' fluency and comprehension. *Reading Research Quarterly*, 22(4), 389-406.
This article discusses a study how repeated readings impacted a group of second grade students.

Instructional Supports for the Model Curriculum

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WRITING STRAND

Strand	Writing
Topic	*Text Types and Purposes*
Standards	**W.2.1** Write opinion pieces that introduce the topic or book being written about, express 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. **W.2.2** Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **W.2.3** Write narratives to recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Previous Grade Level Progression Statement

In the previous grade level, students were expected to write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. They were expected to write informative/explanatory texts that provide a topic, some facts, and closure. They were expected to write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Content Elaborations

Second grade writers have a continued opportunity to write a variety of text types and for a variety of purposes. In opinion writing, authors provide their stance on a given topic and provide evidence from the text or personal experiences to support their opinion. In informative pieces, authors share research or facts related to a particular topic. In explanatory texts, authors share background information about a topic, a literary response (i.e. explaining why a character made a particular choice), or how to complete a particular task. Throughout the year, students should utilize fiction and nonfiction texts as the basis for explanatory writing. In narrative writing, authors tell stories made up of a sequence of events. Narratives may be about true or imagined events.

Second grade writers are providing increased evidence and support in their explanatory, informative, and opinion writing. These details and evidence come directly from fiction and nonfiction text as well as classroom experiences or background knowledge. In narratives, students are expected to provide increased details and complexity in their stories. A variety of writing should occur across the curriculum and throughout the school year.

Strand	Writing
Topic	*Text Types and Purposes*

Next Grade Level Progression Statement

In the next grade level, students are expected to write increasingly complex opinion, informative/explanatory, and narrative pieces about a variety of topics. Their writing should begin to be well organized, show evidence of transitions from one point to another, and be connected to a specific topic or idea.

Instructional Supports for the Model Curriculum

Instructional Strategies

Mentor Texts
Introduce a well-known picture book, snippet of chapter book, or article to model strong writing by reading the story aloud and making a copy available to students for individual practice. Use the introduced Mentor text to model the type of writing or specific component you would like to focus on.

Writer's Workshop
Writer's Workshop is an instructional framework that involves splitting your writing instructional time into three portions: A 10-15 minute mini-lesson about a topic of focus, 20-30 minutes of writing time (students write independently and you as the teacher hold individual writing conferences), and 10-15 minutes of sharing time. These times can be adjusted to suit your needs but all three components are present each day in a true Writer's Workshop structure. Steve Paha has an excellent resource titled Welcome to Writer's Workshop available online as a free PDF.

Anchor Charts
Use large pieces of paper to create charts that students can refer to throughout the unit. Anchor charts typically cover the most important concepts of the unit and serve as an "anchor" for learning. Change colors between lines of texts to help students visually tract the different lines of text. It also helps to use picture clues to help students who cannot read the words. Martinelli, Marjorie, and Kristine Mraz. *Smarter Charts, K-2: Optimizing an Instructional Staple to Create Independent Readers and Writers*. Portsmouth, NH: Heinemann, 2012 includes many examples of possible charts.

Instructional Supports for the Model Curriculum

Conferring
Teacher works with individual students during conference time to support, guide, and develop their writing skills. There is a wealth of information about conferring online.

Graphic Organizers
- *OREO Opinion Writing*: Opinion, Reason, Examples, Opinion
- *4-Square-*Students use a piece of paper with 4-squares around a center box for their pre-writing. The center box is for the topic sentence. One idea is put into box 2, 3, 4 and the conclusion is in box four. The page can then be put into a paragraph.
- *Blank story maps-*Students are provided any story map to plan and set up their story elements before writing a fictional story. This ensures they include everything in their story.
- *Hamburger graphic organizer-* This organizer has each bun as the introduction and conclusion; the hamburger, tomato, and lettuce are details.
- **Brain Frames:** Brain Frames are a set of six graphical patterns that students draw to organize their language and ideas that can be found at Architects for Learning. There are brain frames for sequencing, telling about a topic, comparing and contrasting, showing cause and effects, categorizing, and showing relationships.

Shared/Interactive Writing
Shared writing lessons allow the teacher to both model and actively engage students in the writing processes that they most need in order to improve their writing.

RAFT
Students are given the letters RAFT to use in their writing, which stands for role, audience, format, and topic. The strategy helps students understand their roles as writers. It helps students learn important writing skills such as audience, main idea, and organization. The letters of the acronym stand for Role- teacher; Audience- parents; Format- explanation poster; Topic- the importance of using punctuation.

Creating a Class Career Book
All students write about a given career in which they are interested, and their papers are then bound together to make one book.

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Instructional Supports for the Model Curriculum

Write from Photos
Students are given an interesting or unique photo and asked to write a story or explanation about the photo. This is especially helpful for visual learners.

Verbalize Text Before Writing
Students are given a chance to "say" what they are going to write before they start writing. This gives students an opportunity to better develop their ideas with peers.

Empower
Empower is a mnemonic that is helpful for the writing process. Using the acronym, students work through the 6 steps of the writing process.

Evaluate: break down the task to determine what I have to do
Make a **P**lan: identify my purpose for writing and select strategies
Organize: show my thinking and organize my ideas
Work: work my ideas into well-structured text
Evaluate: assess my work
Re-work: make necessary changes

More information on this strategy can be found at the Architects for Learning website.

Heart Map
Students can use a heart map to generate ideas for a variety of writing genres and prompts. Heart Mapping is a brainstorming tool referred to as writing from the heart. Students are given a heart shaped template and guided with a question or set of questions.

They are encouraged to begin brainstorming ideas in the center of the heart and building new ideas around one central idea. After the students list their thoughts, they can the color code the sections. For example, family members can be pink, friends can be yellow, places can be orange, and activities can be green.

Instructional Supports for the Model Curriculum

Writing Grab Bag
Teaching students to highlight the parts in their rough draft (reasons, linking words, and conclusion) makes the requirements more concrete for students who struggle to incorporate these details into their writing. Some students may benefit from recording their ideas on a device first and then using that to help them put their thoughts into writing. ELL students may benefit from being permitted to write ideas in their native language first and then translate their ideas into English. Students would benefit from having student made mentor texts from previous years.

Sticky Notes
Sticky notes may be used to organize writing. Students may write their ideas on individual sticky notes and then move and manipulate the sticky notes to organize the order of the writing and determine importance. A Maryland School district provides additional information on the [Sticky Note Prewriting Strategy](#) at this site.

Instructional Resources/Tools

Martinelli, Marjorie, and Kristine Mraz. S*marter Charts, K-2: Optimizing an Instructional Staple to Create Independent Readers and Writers.* Portsmouth, NH: Heinemann, 2012
This resource includes many examples of anchor charts.

Calkins, Lucy. *Teaching Writing.* Portsmouth, NH: Heinemann, 2020.
This resource provides information about the writing process, conferring, kinds of writing, and writing assessments.

Heard, Georgia. *Heart Maps: Helping Students Create and Craft Authentic Writing.* Portsmouth, NH: Heinemann, 2016.
This resource helps teachers move students beyond the craft or writing to the idea of writing with purpose and meaning.

Serravallo, Jennifer. *The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers.* Portsmouth, NH: Heinemann, 2017.
This resource is filled with strategies to engage young students in meaningful writing.

Hochman, Judith and Natalie Wexler. *The Writing Revolutions: A Guide to Advancing Thinking Through Writing in All Subjects and Grades.* San Francisco: Jossey-Bass, 2017.
This resource helps teachers improve the writing skills of students in their class using specific techniques and targeted feedback.

Strand	Writing
Topic	*Production and Distribution of Writing*
Standards	**W.2.4** (Begins in grade 3) **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed with guidance and support from an adult. Students were expected to use a variety of digital tools to produce and publish writing, including in collaboration with peers and with guidance and support from an adult.

Content Elaborations
Students at this age are writing more independently and have begun to understand that words are powerful ways to express themselves. Their engagement with text and usage of words to share their message increases. As students begin to share messages, they must understand the components of the writing process and the importance of <u>revising</u> and <u>editing</u>. Students work through the writing process independently but may receive guidance and support from a peer in a peer editing role.

Revision is the ongoing process of an author changing how he/she is presenting their thoughts and the details they choose to include. Editing is a process of re-reading for sense and correcting conventions. These two processes may be worked through in the same session, but do not have to be.

Next Grade Level Progression Statement
In the next grade level, students begin to wean away from guidance and support from adults They are expected to produce writing in which the development and organization are appropriate to task and purpose. Students are expected to develop and strengthen writing as needed by planning, revising, and editing. They are expected to use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.

Instructional Supports for the Model Curriculum

Instructional Strategies

Editing Mnemonics
Use mnemonics to help students remember the components of editing. First teacher reviews when and how to use capitalization, organization, punctuation, sentence structure and spelling (COPS) one at a time. Once students become familiar with the process they can be given a checklist to work through each step. It is suggested to teach editing separate from revision because it often gets left out in the classroom.

C: Capitalization **O:**
Organization
P: Punctuation
S: Structure and Spelling

Revision Mnemonics
The ARMS strategy is most helpful for revision because it helps students focus on content rather than COPS and SWAG which helps polish a final draft after revisions are made. Editing and Revision should be taught as separate processes even though they can take place side-by-side. If they are not taught as a separate process then sometimes revision just does not happen.

A: Add
R: Remove
M: Move
S: Substitute

Students benefit from making the revision process as concrete as possible. For example, marking places where more detail is needed, or where a concept is not completely explained will help guide the writer to a more complete piece.

Writing Conferences
Student writing improves when students have the opportunity to reflect and talk one on one with others. Writing conferences can be done with peers in pairs or small groups as well as with teachers. Writing conferences are most successful when the strengths of the writing piece is highlighted before moving on to skills that may need work. Researcher Donald Graves suggests that there are 6 steps to make writing conferences successful. They are:
(1) Have a predictable structure for the conference, students need to know what to expect.
(2) Focus on a few points for improvement. Don't overwhelm the student with every error that may be a part of the writing.

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(3) Demonstrate solutions to the writing issues that students may be having. Be explicit and use teacher modeling to show the student not just what should be improved, but how it should be improved.
(4) Provide opportunities for role reversals. Give the student the opportunity to be the lead in writing conferences. Present a piece of writing that is teacher-drafted and encourage the student to provide feedback.
(5) Encourage use of vocabulary that is appropriate for the purpose and audience. Provide the student with appropriate academic and domain specific language when necessary.
(6) Focus on the joy of writing, show excitement as students make their writing better.

Instructional Supports for the Model Curriculum

Strategies for Peer Collaboration

It is helpful to provide students with guidance when they are to participate in peer editing. Their comments are more focused and helpful if students are clearer on the expectations of this activity.

Praise, Question, Polish
P: Praise - What do you like about the piece? What works?
Q: Question - What questions do you have for the writer? What is unclear? **P:**
Polish - What tips can you offer to help "polish" the piece?

Glow and Grow
Students read each other's writing. Each student shares a "glow" (something that the other student did particularly well in their writing) and a "grow" (a suggestion for improvement; a way that the writing could be improved).

Type & Revise a Letter to Service People
Students will draft a letter to community service people to thank them for what they do. For example, students could write to the local Fire Department. In the "letter" (or paragraph), students would explain specific parts of the firefighter and EMS job that they appreciate. Students will then revise others' work and edit their own.

Dead Words/Synonyms Anchor Charts
Dead words are those words that are overused and often vague. Students enjoy finding synonyms for these words and posting them as a reminder of ways to make their writing stronger and clearer. Words that could be a part of a dead words list are said, like, happy, pretty and big.

Instructional Resources/Tools

McGee, Patty. *Feedback that Moves Writers Forward: How to Escape Correcting Mode to Transform Student Writing.* Thousand Oaks, CA: Corwin Press, 2017.
This resource helps teachers move away from the red pen to help students take writing risks, use grammar and structure as a craft and use conferencing to build confidence and skill.

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Instructional Supports for the Model Curriculum
Shelton, Leilen. *Banish Boring Words*. New York: Scholastic, 2009 This resource includes word lists that encourage students to be more descriptive in their writing. Larson, Joanne. *Making Literacy Real: Theories and Practices for Learning and Teaching*. Thousand Oaks, CA: Sage Publications, 2015. This resource provides information on key theories in literacy instruction as they relate to the primary classroom. Digital literacies and multimodality are included in the discussion. McCarrier, Andrea, Irene Fountas and Gay Su Pinnell. *Interactive Writing: How Language and Literacy Come Together, K-2*. Portsmouth, NH: Heinemann, 2018. This resource explains how to use interactive writing to teach foundational literacy skills. Anderson, Carl and Katie Wood Ray (eds.) *A Teacher's Guide to Writing Conferences*. Portsmouth, NH: 2018. This resource helps teachers make writing conferences a part of a daily routine and includes the hows and whys to make that happen.

Strand	Writing
Topic	***Research to Build and Present Knowledge***
Standards	**W.2.7** 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).
	W.2.8 Recall information from experiences to gather information provided sources to answer a question.
	W.2.9 (Begins in grade 4)

Previous Grade Level Progression Statement
In the previous grade level, students were expected to participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). They were expected to recall information from experiences or gather information from provided sources to answer a question with guidance and support from adults.

Content Elaborations
Teaching research skills can help satisfy students' natural curiosity. As they work together to gather information, they learn how and why things/concepts appear as they do. Student researchers begin to see the value in finding answers to their own questions. Student researchers use collaborative conversation to share and gather information as they plan, investigate, observe, record, represent, and present information.

Next Grade Level Progression Statement
In the next grade level, students will be expected to participate in short research projects that build knowledge about a topic. They will be expected to use information from their own experiences and from what they have read in print and digital text to write in multiple genres. At this grade level they will begin to use beginning note taking strategies to organize information they find. They are expected to recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instructional Supports for the Model Curriculum

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Instructional Strategies

Multigenre Project
After completing a science of social studies unit, students can be encouraged to work in small groups to research a related topic. Once they have completed their fact gathering challenge students to choose a written form in which to present their new learning. Genres they may want to try could be news articles, diaries from the perspective of an expert in the topic, poetry, journal or lab entries, first person narratives etc. Some children's books that use a unique writing format to present information are:
- *Diary of a Worm* by Doreen Cronin
- *The Jolly Postman* by Allan Ahlsberg
- *The Matchbox Diary* by Paul Fleischman
- *Click, Clack, Moo: Cows that Type* by Doreen Cronin
- *Sienna's Scrapbook: Our African American Heritage Trip* by Toni Trent Parker
- *No, David!* By David Shannon
- *It's a Book* by Lane Smith
- *Ah Ha!* by Jeff Mack
- *Peter and Pablo the Printer* by Jeffrey Ito
- *If I Were a Wizard* by Paul Hamilton

Researching People (Interviews)
Encourage students to choose a topic connected to a unit of classroom study. Encourage them to brainstorm open-ended questions that can be used to interview people who are "experts" about the topic they have chosen. Talk to students about the difference between "thick" or thin" questions. Thin questions lead to a simple yes or no response. Thick questions require students to think deeply about what is being asked. As a whole group brainstorm a list of questions students would like to ask, posting the list on whiteboard or anchor chart. Invite experts on the topic into the classroom. Have students interview the person in small groups. If possible, involve several experts, so that students have more opportunities to ask questions. Once they have conducted the interview, they should use the information they learned when providing a written report of their findings.

Writing Heart Map
Students can use a heart map to generate ideas for a variety of writing genres and prompts. Heart Mapping is a brainstorming tool referred to as writing from the heart. Students are given a heart shaped template and guided with a question or set of questions. They are encouraged to begin brainstorming ideas in the center of the heart and building new ideas around one central idea. After the students list their thoughts, they can the color code the sections. For example, family members can be pink, friends can be yellow, places can be orange, and activities can be green.

Class Research Book

Model how to write an informational report by making a class book on a topic. Brainstorm topics and decide on a class topic. Brainstorm as a class questions you have about a topic on a chart. Teach students about what a fact encompasses and appropriate text features. Provide students with multiple resources (books or digital resources) and post-it that they can write information or facts that they found that will answer the questions. Use this information to write and informational book about the topic.

Instructional Supports for the Model Curriculum

Hamburger Graphic Organizer
This paragraph organizer provides a visual organizer for the key components of a paragraph. The top and bottom bun represent the opening and closing sentences of the paragraph that are focused on a single topic. The toppings for the hamburger represent the details that support the topic of the paragraph. A template is provided at this site.

Brain Frames:
Brain Frames are a set of six graphical patterns that students draw to organize their language and ideas that can be found at Architects for Learning. There are brain frames for sequencing, telling about a topic, comparing and contrasting, showing cause and effects, categorizing, and showing relationships.

4-Square Prewriting
Students use the 4-square strategy as a prewriting activity to help organize their thoughts. Students are given a piece of paper with 4-squares around a center box. Students should use center box for their topic sentence. Boxes 2, 3 and 4 should each include a sentence that supports their topic sentence. The final box on the lower right should be used to summarize the information in the other boxes. Students can then use the information from their 4-squear to write a complete paragraph that is focused on aa single topic.

Instructional Resources/Tools

Kim, Chae-Young, Kieron Sheehy, and Lucinda Kerawalla. *Developing Children as Researchers: A Practical Guide to Help Children Conduct Social Research.* Philadelphia: Routledge, 2017.
This resource provides a set of structured, easy-to-follow session plans that will help children to become researchers in their own right.

Putz, Melinda. *A Teacher's Guide to the Multigenre Research Project: Everything You Need to Get Started.* Portsmouth, NH: Heinemann, 2017.
This resource is designed to help teachers involve young students in complex and engaging research projects.

Gini-Newman, Garfield and Roland Case. *Creating Thinking Classrooms: Educational Change for this Century.* Thousand Oaks, CA: Corwin Press, 2018.
This resource helps teachers engage students, provide instruction that leads to sustained inquiry and nurture students to become self-regulated learners.

Morris, Kathleen. *50 Mini-Lessons for Teaching Students Research Skills.* Creative Commons. Retrieved from https://cpb-ap-se2.wpmucdn.com/global2.vic.edu.au/dist/8/5256/files/2019/02/50-Mini-Lessons-For-Teaching-Students-Research-Skills-Kathleen-Morris-1qxevz5.pdf March 13, 2020.
This online booklet provides tips to help students of all ages conduct research around the ideas clarify, search, delve, evaluate, cite, and stay organized.

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SPEAKING AND LISTENING STRAND

Strand	Speaking and Listening
Topic	*Comprehension and Collaboration*

Standards	**SL.2.1** Participate in collaborative conversations *about grade 2 topics and texts* with diverse partners in small and larger groups.
	    a. Follow agreed-upon 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).
	    b. Build on others' talk in conversations by linking their comments to the remarks of others.
	    c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
	
	SL.2.2 Retell or describe key ideas or details from text read aloud or information presented in various media and other formats (e.g., orally).
	
	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.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to participate in collaborative conversations about topics and texts and texts and follow rules for discussions. Students were expected to fully participate in these experiences, using turn taking, clear speaking, and concentrated listening skills.

Content Elaborations
The comprehension of spoken message and the students' abilities to collaborate with speakers is critical to academic success. Strong listening and speaking skills are critical for learning and communicating and allowing us to understand the world better. Applying these skills to collaborations amplifies each individual's contribution and leads to new and unique understandings and solutions. Students must focus on gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion. Group work and working together is imperative in this standard.

Next Grade Level Progression Statement
In the next grade level, students will be expected to listen to speakers, teachers and peers for more extended periods of time. They will be expected to attend to what is being said and be ready to participate in discussions by offering information or asking topic specific questions.

Instructional Supports for the Model Curriculum

Instructional Strategies

Sticky Note Conversations
Students use post-it notes to write down big ideas that they can consider what they might say as a way to prepare for content-specific discussions. This helps them hold onto their so that they are ready participate in class discussions. Once the discussion is complete, write headings on chart paper or white board and have students place their stickies under the heading which it best fits. This can remain available for display as a student reference until the unit is complete.

Talking Chips
This is a UDL strategy. Talking chips are manipulatives given to students during discussions. Each time a child wants to speak, they 'spend' one of their chips. Using this strategy promotes participation and prevents one student from dominating group discussion. The Goalbook website includes more information on the strategy and provides printable talking chips for classroom use.

Talking Stick
The idea of using a talking stick comes out of a peace keeping agreement developed by five Native American tribes: the Mohawk, Seneca, Cayuga, Oneida, and the Onandaga. Student come to understand that the person holding the talking stick is to be respected and listened to with full attention.

Why Use the Talking Stick?
- o Everyone has an opportunity to speak.
- o The process encourages everyone to listen more carefully.
- o When everyone has a turn, it reduces competition for time and attention.
- o It builds trust and safety in community.
- o Respect for the ideas and contributions of others is the process.

Literature Circles
In literature circles, small groups discuss a book that has been read by each of the group members. Students are encouraged to talk about events and characters in the book, the author's craft, similarities to other books they have read, the problem and solution in the text and the genre of the book. Literature circles provide a way for students to engage in critical thinking and reflection. A complete overview of the rationale behind literature circles can be found at this website. ReadWriteThink provides a handout that discusses the roles students can be assigned to when in literature circles. These include Discussion Director, Vocabulary Enricher, Literary Luminary and Checker.

Instructional Supports for the Model Curriculum

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Conversation Station
Create a location in the classroom with no more than three chairs. Use the space to ask open ended questions that engage children in conversations and promote opportunities to use language. The number of children in the Conversation Station should not be more than two or three at a time to provide ample opportunity for true conversation. A topic or a conversation starter can be posted for the students to prompt their discussion. Adapted from an article called Conversation Stations by Mary Bond and Barbara A. Wasik.

Morning Meeting/Closing Circle
Begin or end each school day with a classroom meeting. Each meeting includes time for greetings, sharing information, and an activity. Meetings at the end of the day are designed to help students review the learning that took place over the course of the day. The most common format for a morning meeting is:

1. Greeting - As the name suggests, this portion of morning meetings is for students and teachers to greet each other every day.
2. Sharing - During sharing time, each student has the opportunity to share a tidbit about themselves. Students are encouraged to listen to everyone's thoughts and ask questions. This can also be topic focused – asking students to talk about specific things (what describing words can you use to talk about what you did last night, one sentence statement about the book you read…).
3. Activity - This portion of the meeting should include a group activity. Activities should encourage collaboration and reinforce social and/or academic skills. For example, tossing a ball with numbers on it, the student that catches the ball must provide a math sentence that has that number as the answer.
4. Daily Announcements - Provide a rundown of the day's events (schedule, assignments, lunch menu, etc.) and announce any birthdays or special news.

If the meeting is held at the end of the day the format can be adjusted to serve as a review of the day's events.

Gallery Walks
Gallery walks can be applied to any content area. Post images or problems on posters around the room. Divide students into small groups and have them move from poster to poster, discussing the content of the poster as they go. Each group should have a recorder that takes notes about what each person has said at each person, to ensure full participation. For example, in math, the posters could be addition problems with regrouping. An inaccurate answer could be listed as the solution. The discussion of the group would be around the idea of what makes the solution incorrect, why they think that error was made and what the correct solution actually is.

Book Talks
Book talks are a great way to engage students in literary discussions with both fiction and nonfiction texts. Once a week four or five students can provide a 'book talk' about a book they have read. The teachers can decide on a set of questions or requirements that have to be met in the discussion. For example:
• Title and author
• Plot structure (f)

- Characters (f)
- Genre i.e. drama, poetry, story (f)
- Favorite image or part of the story (f)
- Topic (nf)
- New learning (nf)
- Domain/academic vocabulary (nf)
- Why classmates should read it (both f and nf)

Have students create a Google Slide to go along with their book talk. Once a student has completed their talk, classmates are encouraged to make comments and ask questions.

Hot Seat
One student researches and then takes on the role of a book character, significant figure in history, or concept (such as a tornado, an animal, or the Titanic). Sitting in front of the rest of the class, the student answers classmates' questions from the perspective of that character, historical figure or concept. This can be extended to become a "wax museum." Students dress as that character, historical figure or concept, create a trifold poster that includes information they have gathered and are put on display for the school, parent night etc.

Open Ended Questions
One way to promote classroom talk is to ask open ended questions. Students of all ages can be encouraged to think more deeply. Questions like these from Scholastic promote rich discussion:
1. Would you explain that to me?
2. What reasons do you have for that?
3. How is that different from your classmates' idea?
4. What do we know about this?
5. When wouldn't that happen?
6. How does that fit with what we said earlier?
7. Can anyone think of how that might happen?

It is important when asking this type of question, to provide wait time. This gives student the opportunity to think about their answers. In some instances, it might be beneficial to provide students with individual white boards so that they can jot a note or two about their answer. Once students have finished writing, the teacher can ask all students to hold up their boards, this ensures all students are participating. Individual students can be called on to provide and explain their response.

Instructional Resources/Tools

Bond, Mary A, and Barbara A. Wasik. Conversation stations: Promoting language development in young children. *Early Child Education Journal* (36), 467-473.

Frazin, Shana and Katy Wischow. *Unlocking the Power of Classroom Talk: Teaching Kids to Talk with Clarity and Purpose.* Portsmouth, NH 2019.
This resource provides strategies for teaching four purposes for talk in the classroom that are transferrable to the real world.

Chapin, Suzanne H., Catherine O'Connor, and Nancy Canavan Anderson. *Talk Moves: A Teacher's Guide for Using Classroom Discussions in Math, Grades K-6.* Chicago, IL: Math Solutions Publications, 2013.
This resource provides the talk moves and tools that teachers can use to facilitate whole-class discussions to deepen students' mathematical understanding.

Hussey, Will and Barry Hymer. *The Three Little Pigs Teach Growth Mindset: Hands-On Activities and Open-Ended Questions for Developing Grit, Adaptability and Creative Thinking In K-5 Classrooms.* Brooklyn, NY: Ulysses Press, 2019.
The authors of this resource state it will help students develop a growth mindset by getting them to think between, above, below, around and beyond the lines.

Kriete, Roxann, and Carol Davis. *The Morning Meeting Book: K-8.* Turner Falls, MA: Center for Responsive Schools, 2014.
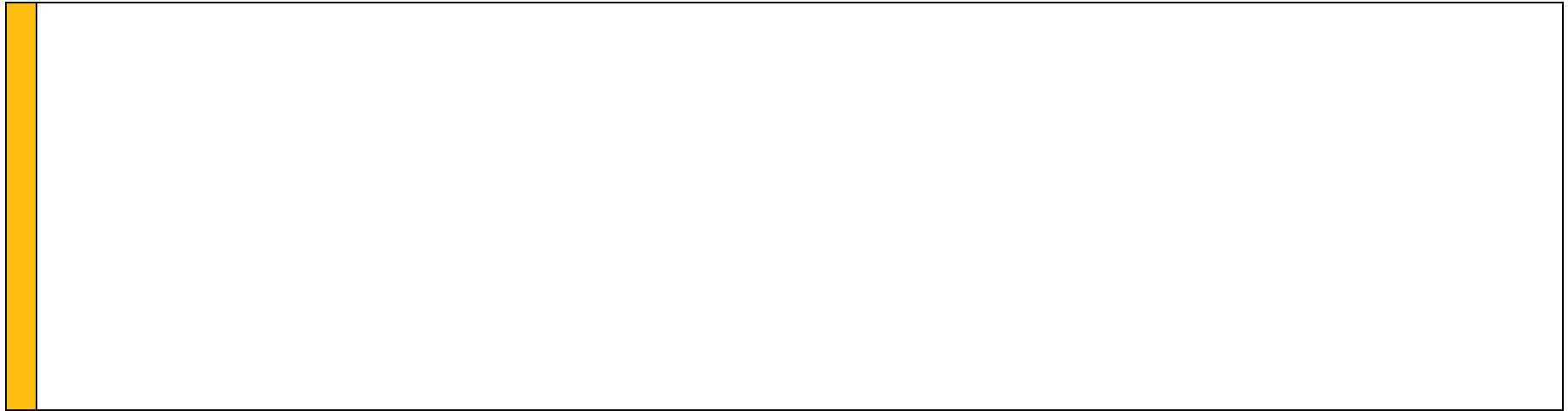This resource provides strategies and step by step guidelines for conduct meaningful morning meetings.
Mills, K.A. "Floating on a Sea of Talk: Reading Comprehension Through Speaking and Listening." Reading Teacher. 63.4 (2009): 325-329.
This article discusses the many purposes of classroom talk as it relates to reading including, activating prior knowledge, making inferences, using knowledge about text features, retelling and summarizing, and generating questions.

Daniels, Harvey. Literature Circles: Voice and Choice in Book Clubs and Reading Groups. Portland, Me: Stenhouse Publishers, 2002.
In this resource, Daniels includes strategies, structures, tools, and stories that show you how to launch and manage literature circles effectively.

Strand	Speaking and Listening
Topic	*Presentation of Knowledge and Ideas*

Standards	**SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	SL.2.5 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.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to describe people, places, things, and events with details, expressing ideas and feelings clearly. Students added drawings or other visual displays to oral projects as a way of enhancing/extending their ideas, and feelings. Students were also expected to produce complete sentences when appropriate to task and situation.

Content Elaborations
Children develop their abilities to present their knowledge and ideas as their speaking and listening skills advance. Oral communication (speaking and listening) is a critical part of the classroom because of its role in social interaction as well as developing and presenting knowledge. The listening of student created audio recording supports fluency development. As students develop listening skills, participate in discussions, and develop topic-related questions, they develop the ability to understand a perspective other than their own, elaborate or expand explanations given by someone else and use evidence-based logic to explain their ideas or defend points. Oral presentations (by peers, teachers, experts) provide students with the opportunity to construct meaning from what they have seen and heard, and to convey that meaning to others. Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

Next Grade Level Progression Statement
In the next grade level, students are expected to be able to orally report on a topic or text, tell a story, or recount an experience. Using appropriate tone, pace and sentence construction they will share information and include visual (artwork, digital images, graphs or charts) to accompany what is being said.

Instructional Supports for the Model Curriculum

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Instructional Strategies

Book Trailers
Students read a book and create a book trailer to retell the story, leaving out the most exciting part. To introduce the idea, share a few movie trailers (of grade and developmentally appropriate popular movies) with the whole group. Talk about what was happening in the trailer. After a student has finished reading a book, encourage them to make notes about what they read. Peers can act as videographers to record their classmates' book trailers.

Images Talk
Collect images of faces from old calendars, newspapers, and magazines. Use open-ended questions to encourage conversation about how the person might be feeling and what their expression can tell someone. Provide time for students to develop hypotheses about why the person feels/looks the way they do. As students present their hypotheses, they should draw on what they see in the picture and use those details as support for their explanation.

Letsrecap
Letsrecap is a website that allows students and teachers to create short videos. From the website: "Involve anyone in a moderated, question-led dialogue using Journeys to launch the discussion, extended chat responses, and video responses to help explain thinking."

ELs and Classroom Talk
Classroom discussions and other opportunities for students to talk with the teacher and each other are critical for EL students. English language learners need lots of opportunities to apply their growing knowledge in order to learn English and learn in English (Fisher, Frye and Rothenburg). Peer interactions extend learning for every student but are especially helpful for EL Students.

Corkolous
Corkolous is an online cork board that gives students the opportunities to collect, organize, and share ideas that can be used later in class discussions.

Class Talks
This activity is modeled after the popular TED Talks. Introduce students to the genre of TED Talks by viewing numerous examples and creating charts to list the characteristics of the genre and the subject matter discussed in the talks. Have students present ideas about effective presentation technique identify the strategies speakers used to teach the audience about the topic. Once students are familiar with the TED talks style classroom production can begin. Topics for the CLASS Talks can be related to Social Studies and Science content. Once recorded they can be posted on the school website for viewing by other students and parents.

Instructional Resources

Fisher, Douglas, Nancy Frye and Carol Rothenburg. *Content Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners*. Alexandria, VA: ASCD Publishers, 2008.
This is a practical, hands-on guide to creating and managing environments that spur sophisticated levels of student communication, both oral and written.

Zwiers, Jeff and Sara Hamerla. *The K-3 Guide to Academic Conversations: Practices, Scaffolds and Activities.* Thousand Oaks, CA: Corwin Press, 2017.
This resource is designed to foster purposeful content discussions and high-quality interpersonal engagement in the classroom.

Burman, Laura. *Are You Listening? Fostering Conversations that Help Young Children Learn.* St. Paul, MN: Redleaf Press, 2008.
This resource addresses issues such as how to create an environment that supports quality conversations, how to encourage conversations that support learning, and how to work with children with limited language capabilities.

LANGUAGE STRAND

Strand	Language
Topic	**Conventions of Standard English**

Standards	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Use collective nouns (e.g., *group*).
	b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). **c.** Use reflexive pronouns (e.g., *myself, ourselves*).
	d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
	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*).
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Capitalize holidays, product names, and geographic names.
	b. Use commas in greetings and closings of letters.
	c. Use an apostrophe to form contractions and frequently occurring possessives.
	d. Generalize learned spelling patterns when writing words (e.g., *cage -> badge; boy -> boil*).
	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Previous Grade Level Progression Statement

In the previous grade level, students were expected to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. They were expected to demonstrate grade appropriate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Content Elaborations

Writers and speakers use the rules and conventions of standard English, parts of speech, sentence structure, mechanics, and spelling to communicate effectively with readers. These conventions are learned and applied with the contexts of reading, writing, speaking, and listening. Teacher modeling of the conventions of grammar and punctuation is critical. Using think alouds as they compose, teachers provide students with the inner dialogue that occurs during the composition process.

Students should have opportunity to interact with language in a variety of settings and modalities. The instruction of language conventions should be applied using best practices. Possible best practices for instruction of language conventions include small group

Strand	Language
Topic	**Conventions of Standard English**

activities, peer assessment and teaching, station rotations, authentic experiences, self-assessments, and integrative units. Creating an environment that supports word learning and encourages word play is critical.

Next Grade Level Progression Statement
In the next grade level, students will be expected to increase their understanding of the use of punctuation and grammar in their writing. They will show a command of capitalization, comma use, possessives and grade level appropriate spelling.

Instructional Supports for the Model Curriculum

Instructional Strategies

Peer Editing
Students read the work of other classmates and suggest edits and revisions. At this grade level students may need to use a teacher created checklist to provide helpful and constructive editing tips for their peers. ReadWriteThink offers the following suggestions for having successful peer conferencing:
• Compliment the author
  • What are a few things that you liked about the author's writing?
• Make specific suggestions regarding the author's
  • Word choice
  • Use of details
  • Organization
  • Sentence length
  • Topic
• Mark corrections on the writing piece
  • Look for spelling, grammar, and punctuation mistakes.

Sing
Integrate shared singing experiences into instruction. Students can sing songs that are already published or create their own to familiar tunes. There are many published songs including these from Schoolhouse Rock:
• Unpack Your Adjectives
• Lolly, Lolly, Lolly Get Your Adverbs Here

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Anchor Charts
Use an anchor chart to model parts of speech. As a class create an adjective anchor chart pick a noun to describe using prompts like size, color, feel, shape, how many, etc. For example, using a flower, put the noun in the center and each petal will represent an adjective to describe the noun. The same activity can be repeated with other parts of speech. Once students are comfortable doing this with the whole group, they may work on this type of activity independently.

Adjective Bingo
Give students a blank bingo board and some old magazines. Students should cut pictures of people out of the magazine, one for each blank on the bingo board, and glue them in place however they see fit. Students should use a variety of different objects. To play, call out different adjectives that can describe things (color, size, shape etc.). If a picture on their board matches that description, they can cover the square. When someone calls bingo tell your class to keep their markers in place. The class will have to agree that the objects and adjectives match to win the game.

Word Cards
Use color-coded word cards to build sentences and phrases. For example, all nouns are black, adjectives blue, adverbs in yellow etc. Different shaped cards can also be used: nouns as triangles, etc. Allow students to explore with creating a variety of phrases and sentences. This activity begins as exploratory in nature but can be analyzed more deeply once students become familiar with the parts of speech and their purposes. There are several children's books that can be used with this activity including C. Mahoney's Mixed-up Sentences for a Mixed-up Kid (just kidding).

Spice
Begin with a read aloud story that has vivid language. Point out and compare strong sentences to simple sentences. Then give the students simple sentences and have them "add some spice".

Flip Books
Use multiple pieces of paper to create flip books on a variety of convention topics, such as capitalization rules, irregular plural nouns, reflexive pronouns, etc.

Word Sorts
Have word cards prepared words from two different parts of speech. Students can work in pairs or small groups to sort the word cards by part of speech. BrainPop has a game called Sortify that can be used to create a digital version of this activity.

Mentor Sentences
Select sentences from books that have previously been shared with the class during a read aloud. Write the sentence on the board or chart paper. Ask students what they notice about the sentence - what types of speech do they see, what type of language is used, how does the author make their voice known? As students become more familiar with the structure and voice of the sentence, ask them to imitate the sentence and write a sentence of their own that follows the same structure. More information about mentor sentences can be found in the Jeff Anderson's book, *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop.*

What's in the Bag?
Pick an object and place it in a brown bag. Use adjectives to describe the object, giving the students an opportunity to guess what is being described. This can be completed as a small group activity. Students can also take turns picking their own object to practice applying the skill. Some students will benefit from rehearsing descriptions with an SLP, IS, teacher, paraprofessional, or peer. Nonverbal students can make recordings to play for their turn.

Picture Books – Grammatically Speaking
There are a number of picture books that focus on an aspect of word structure and grammar. A few are listed here:
> *Punctuation Takes a Vacation* by Robin Pulver
> *Nouns and Verbs Have a Field Day* by Robin Pulver,
> *Hairy, Scary, Ordinary: A Book About Adjectives* by Brian P. Clear
> *The Case of the Incapacitated Capitals* by Robin Pulver
> *Happy Endings: A Story About Suffixes* by Lynn Reed
> *Twenty-Odd Ducks* by Lynne Truss
> *Many Luscious Lollipops: A Book About Adverbs* by Ruth Heller
> *Kites Sail High: A Book About Verbs* by Ruth Heller
> *It's Hard to be a Verb* by Julia Crack
> *Quiet as a Cricket* by Audrey Wood

Instructional Resources

Anderson, Jeff. *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop*. Portland, Me: Stenhouse Publishers, 2005.
This resource provides an overview of the research-based context for grammar instruction and includes a series of over thirty detailed lessons and an appendix of helpful forms and instructional tools.

Anderson, Jeff. *Patterns of Power: Inviting Young Writers into the Conventions of Language, Grades 1-5*. Portsmouth, NH: Stenhouse, 2017.
The author explains how his strategies invite young writers to explore conventions as special effects devices that activate meaning. Students study authentic texts and come to recognize these "patterns of power"—the essential grammar conventions that readers and writers require to make meaning.

Brandt, Martin. *Between the Commas: Sentence Construction that Builds Confident Writers (and Writing Teachers).* Portsmouth, NH: Heinemann, 2019.
The book includes exercises in sentence manipulation and sentence play that can be used in the classroom.

Strand	Language
Topic	*Knowledge of Language*

Standards	**L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	    a. Recognize formal and informal uses of English.
	    b. Compare formal and informal uses of English.

Previous Grade Level Progression Statement
Begins in grade 2

Content Elaborations
Language is understood and applied in oral, auditory, written, or viewed expression, cultivating strong communication skills in selecting language appropriate to purpose and audience. Conventions and use of drawings, symbols, letters, known words, digital icons, and tools are a part of language and meaning making.

Students are asked to recognize formal and informal uses of English prior to comparing the formal and informal uses of English.

Students should have opportunity to interact with language in a variety of settings and modalities. The instruction of language conventions should be applied using best practices. Possible best practices for instruction of language conventions include small group activities, peer assessment and teaching, station rotations, authentic experiences, self-assessments, and integrative units.

Next Grade Level Progression Statement
In the next grade level, students are expected to use their knowledge of language and its conventions when writing, speaking, reading, or listening. They will begin to understand the differences between spoken and written English.

Instructional Supports for the Model Curriculum

Instructional Strategies

Messages
Post a single sentence for all students to see. Ask students how they would say (or write) the sentence for a variety of situations/or audiences.

Language Sort
Provide students with various phrases on slips of paper. Ask them to sort them into piles of formal or informal language. You could use paper bags for sorting or for pulling strips out of to increase the excitement.
Doing this with partners or an adult will help students who struggle with reading. You can also have QR codes on the slips of paper, which students can scan and hear read to them using a tablet or other device. Also having bags of different levels makes this activity differentiated.

Formalities
Use a T-chart to record informal structure on one side and corresponding formal register on the other side. Teacher models use of appropriate register and students can role-play different situations in which each register is appropriate. Teachers can use the book *Yo! Yes!* By Chris Raschka to introduce this lesson.
An instructional video, about the differences between formal and informal language, that can be used with the class is posted here.

Anchor Chart
Facilitate a shared writing experience in which students create definitions for the terms "formal language" and "informal language". Ask students to brainstorm settings or environments in which each is appropriate and list them near the definitions. Record this thinking on an anchor chart that can be displayed in the classroom and referred to often. Create an anchor chart that compares informal and formal language with a complete definition of each type of language. For example, in the informal column write the word Hi and in the formal column write the word *Hello*.
Using visual cues (icons, clip art, photograph, sketches, etc.) for settings or environments will help struggling readers make associations and understand the intent of the anchor chart. Always when using anchor charts in the classroom, it is helpful to alternate colors on each line of text to help students track text more efficiently.

Mentor Sentences
Select sentences from books that have previously been shared with the class during a read aloud. Write the sentence on the board or chart paper. Ask students what they notice about the sentence - what types of speech do they see, what type of language is used, how does the author make their voice known? As students become more familiar with the structure and voice of the sentence, ask them to imitate the sentence and write a sentence of their own that follows the same structure.

Instructional Supports for the Model Curriculum

Discuss Code-Switching
Ask students to give examples of when and why they may speak in different manners. Explain that this process of changing discourses is called code switching. Facilitate a discussion about characters students have read about in books who use formal or informal discourses or who code-switch.

Letter Writing
Have students apply the learned principles of informal and formal language by writing letters in both forms then comparing the differences between each letter. There are many technologies available to convert speech to text that would be useful for students when letter writing. Also having various paper styles with lines of varying widths (including raised lines) and visual cues for where to start writing (specifically laid out in letter format) and being able to use various writing tools (crayon, thick or thin pencil, etc.) will help to scaffold this task for writers of varying levels.

Instructional Resources

Anderson, Jeff. *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop*. Portland, Me: Stenhouse Publishers, 2005. This book is a teacher resource explaining the strategy of mentor sentences and how they can be applied in multiple grade levels and teaching situations.

Strand	Language
Topic	*Vocabulary Acquisition and Use*

Standards	**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.
	a. Use sentence-level context as a clue to the meaning of a word or phrase.
	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*).
	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
	e. 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.
	a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
	b. 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*).

Previous Grade Level Progression Statement
In the previous grade level, students were expected to determine or clarify meaning of unknown and multiple-meaning words and phrases. With guidance and support from adults, the students were expected understand word relationships Student conversations with peers and adults, books they read or had read to them helped to increase their vocabulary.

Content Elaborations
Vocabulary acquisition is critical in the development of young readers, writers, speakers, and listeners who identify and use word meanings, inflections, and affixes based on shared reading experiences. They explore word relationships and usage through conversation, reading, and read alouds. Daily writing for a variety of purposes is critical for increasing written vocabulary. Young writers explore new vocabulary through reading/writing experiences and encounter/learn vocabulary modeled in conversations and texts.

Strand	**Language**

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Topic	*Vocabulary Acquisition and Use*

Students are encouraged to be *word aware* (Blachowicz) in classrooms that support word selection, use of context, word structures and the use of reference tools in learning new vocabulary.

Students should have opportunity to interact with language in a variety of settings and modalities. The instruction of language conventions should be applied using best practices. Possible best practices for instruction of language conventions include small group activities, peer assessment and teaching, station rotations, authentic experiences, self-assessments, and integrative units.

Next Grade Level Progression Statement
In the next grade level students will use multiple strategies to find the meaning of words they encounter in text (context clues, author definitions, illustrations). They will increase their understanding of the ways that an affix can alter the meaning of a word. Students will also begin to develop an academic or domain specific vocabulary as it relates to the content being studied.

Instructional Supports for the Model Curriculum

Instructional Strategies

Word Wheels
Construct word wheels in shared or interactive writing. This will help students to choose different, more precise words when writing. For example:
- *Happy*-the center of the wheel.
  On the spokes write synonyms for *happy: exuberant, joyous, content, blissful, pleased, overjoyed,* etc.
- *Like*-the center of the wheel.
  In the spokes write synonyms for *like: enjoy, prefer, choose, wish, want*, etc.

Many times, higher-level words are less familiar and more difficult for students to read. Include QR codes (scan with an iPad or other device) with the verbal pronunciation of the word for students to hear.

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Instructional Supports for the Model Curriculum

Shades of Meaning Anchor Chart
Have students help create a list a commonly used adjectives or adverbs. Students can then use beginning thesauruses to find synonyms of those words that they can then use when writing.

The Frayer Model
The Frayer model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by defining the term, describing its essential characteristics, providing examples of the idea, and offering non-examples of the idea.

This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples.

Cloze Sentences/Passages
Cloze procedure is a strategy by which a teacher takes a reading passage, outline, or any kind of text and takes words out and replaces them with blanks.

Word Illustrations
Students use different letters of the vocabulary word to create a drawing that represents the meaning of the word.

Semantic Maps
A semantic map is a graphic organizer that helps students visually organize the relationship between one piece of information and another. Researchers have identified this strategy as a great way to increase students' grasp of vocabulary words. Semantic mapping can be used as a pre-reading activity to activate prior knowledge, or to introduce key words. As a post-reading activity, it can be used to enhance understanding by adding new concepts to the map. The teacher decides on a key word and writes it on the front board. Students then read the key word and are asked to think about other words that come to mind when they read the word. Students then make a list of all of the words. Students share the recorded words, then as a class the words are categorized. Once category names are assigned, a class map is created and discussed. Students are then encouraged to suggest additional categories for the map, or add to the old ones. Any new words that relate to the topic are added to the map as students read through the text.

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Instructional Supports for the Model Curriculum

Word Charades
Students work in small groups to act out a vocabulary word, while the rest of the class guesses the word. This can be used to act out individual words or in a skit to act out a word list.

Word Wizard
Cooperative learning is an effective way for students to learn and process information. The jigsaw learning technique is a quick and effective way for students to work with their peers while learning key vocabulary words. For this activity, each student is responsible for learning three new words and teaching those words to their group. Here is how it works: The teacher divides students into groups. Each student in the group is responsible for learning three new words in the chapter. Each "word wizard" is instructed to write the definition of the word in his/her own words as well as draw an illustration of the word. After each "word wizard" has completed their task, it their job to come back to their group and teach their peers what they have learned. Each group member can copy the new words that they learn from each member in their notebooks.

Some students might need the other students' notes copied into their notebooks for them. There are many ways to do this, from peer copying, IS/teacher/para copying, photocopying, or taking a picture from a device and printing, then adding to the notebook.

Word Connect
A Venn diagram is a great way for students to compare similarities and differences within words. It also provides students with new exposures to words, which helps them solidify what they have learned. For this activity, students are directed to connect two words that are written in the center of a Venn diagram. Their task is to connect the two words by writing down each word's definition on the Venn diagram, then explaining the reason for the connection.

Headbands
A student wears a headband that has a vocabulary word attached to it (safety pins and index cards work well). Other students in the group call out characteristics of the word - ex: it is an adjective; it is a synonym of _____; an antonym to _____, etc.

Instructional Resources/Tools

Overturf, Brenda J, Leslie H. Montgomery, and Smith M. Holmes. *Word Nerds: Teaching All Students to Learn and Love Vocabulary*. Portland, Me: Stenhouse Publishers, 2013.
This book gives teachers a creative, fun way to present vocabulary words and activities.

Kohfeldt, Joyce, Annie W. King, and Helen S. Collier. *Guess the Covered Word*. Greensboro, NC: Carson-Dellosa Publishing Co, 2000.
This contains cloze passages with several "covered" words in each passage. Students use context clues to determine the covered word.

Carleton, Lindsay, and Robert J. Marzano. *Vocabulary Games for the Classroom.* Bloomington, Ind: Marzano Research Laboratory, 2010.
This book provides K-12 teachers with thirteen games designed to build academic vocabulary. This resource includes hundreds of hand-picked vocabulary terms for language arts, math, science, and social studies across all grade levels.

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English Language Arts Model Curriculum Update Writing Team

GRADE 2

Writing Team Member	District/Organization
Rachel Armour	City of Dayton
Deana Glass	Chillicothe City
Sarah Harding	Elyria City
Tim Klein	Sycamore Community
Taylor Lang	Reynoldsburg City
Jessica Lauer	Plain Local
Jacqueline Lawrence	Warren City
Kathy Nolan	Revere Local
Jennifer Smith	Toledo City
Sarah West	Rootstown Local

English Language Arts Model Curriculum Resource Teams

DIVERSE LEARNERS, INSTRUCTIONAL TECHNOLOGY, CAREER CONNECTIONS

Ohio | Department of Education

Diverse Learners	Technology	Career Connections
Misty Ewry, Southern Ohio Educational Service Center	*Bryan Drost*, Summit County Educational Service Center	*Teresa Castellaneta*, Millstream Career Tech Center
Bonnie Brown, Edgewood Middle School	*Rebecca Covey,* Greene County Vocational School District	*Shelly Ackley*, Pioneer Career and Technology Center
Kathryn Browne, Warren County Educational Service Center	*Stacy Falcone,* Piqua City Public School District	*Charmayne Polen*, Trumbull Career and Technical Center
Carol McKnight, Strongville High School	*Jennifer Csiszar*, Berea City Public School District	*Brecka Russo,* Joint Vocational School District
Karen Powers, Talawanda High School	*Judith Tucker*, Northwest Ohio Educational Technolgy	
Tammy Dreisbach, Millersport Elementary School	*Susan Holland,* STEM Education Consultant	
Meghan Turon, Cardinal High School		
Marcia Wolford, Gateway Middle School		
Judith Jones, Olentangy Shanahan Middle School		
Karen Cox, retired		

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