

First Draft RE-1 VALLEY LITERACY CURRICULUM FRAMEWORK
SECOND GRADE **December 2/02**

READING BLOCK COMPONENT	AUGUST/ SEPTEMBER	OCTOBER	NOVEMBER/ DECEMBER	JANUARY/ FEBRUARY	FEBRUARY/ MARCH	APRIL	MAY
Standards 1. Students will use explicit comprehension strategies to understand a variety of texts (Rd. Block: guided reading/ independent practice) 2. Students will use specific thinking skills to understand a variety of texts (Rd Block: guided reading/ independent practice) 3. Students will use word recognition strategies to understand a variety of texts (Rd. Block: word work)	1.1 Monitoring understanding 1.2 Using back-Ground knowledge/ schema making connections 2.1 Identify main idea, supporting details summarize determine organizational pattern 3.1 Uses word analysis skills e.g. syllabication 3.2 Reviews decoding strategies e.g. long vowel patterns 3.3 Develop vocabulary Clusters Context Structure(prefix, suffix, root)	1.1 Using background knowledge/ schema- making connections 1.2 Asking questions 2.1 Author's purpose 2.2 Draw conclusions 2.3 Make predictions 3.1 Word analysis skill- r controlled syllable, -le syllable 3.2 Develop vocabulary Clusters Context Structure(prefix, suffix, root)	1.1 Asking questions 1.2 Inferring 2.1 Support for predictions 2.2 Make connections 2.3 Cause and effect 2.4 Determine organizational patterns 3.1 Word Analysis skills- consonant endings 3.2 Decoding strategies- y as a vowel, soft c, soft g 3.3 Develop vocabulary Clusters Context Structure(prefix, suffix, root)	1.1 Determining importance 1.2 Synthesis 2.1 Main idea – supporting details 2.2 Fact/Opinion 2.3 Retelling 2.4 Sequencing 3.1 Word Analysis skills- syllable division vc/v 3.2 Decoding strategies eg. Irregular vowel teams 3.3 Develop vocabulary Clusters Context Structure(prefix, suffix, root)	1.1 Synthesis 2.1 Compare/ Contrast 2.2 Draw conclusions 2.3 Summarize 3.2 Review decoding strategies e.g. irregular vowel teams 3.3 Develop vocabulary Clusters Context Structure(prefix, suffix, root)	1.2 Visualizing and sensing 2.1 Makes inferences 2.2 Synthesizing 2.3 Asking questions 3.1 Word Analysis skill- identify syllables 3.2 Review decoding strategies e.g. irregular vowel teams 3.3 Develop vocabulary Clusters Context Structure(prefix, suffix, root)	3.1 Word Analysis Skills e.g. suffixes 3.2 Decoding strategies e.g. soft c and soft g. 3.3 Develop vocabulary Clusters Context Structure(prefix, suffix, root)
CURRICULUM ALIGNMENT GENRES AND MATERIALS 4. Students will understand defining features and structures of genres (Rd block: guided reading/ independent practice) 5. Students will explore similarities and differences among stories and	Genre: Folk tales , Handed down Moral or lesson Traditional rhyming poetry 4.1 Recognize origins in oral tradition and story telling. 4.2 Rhyming patterns in poetry Nonfiction Captions Bold print Charts Graphs Table of Contents	Genre: Realistic fiction Must be believable Present Day Setting Humorous Poetry Alliteration Limericks Alphabet Poetry 4.1 Identify characterization, story elements, and organizational patterns, sequence. 4.2 Recognize use of humor in literature and poetry Nonfiction Captions	Genre: Narrative nonfiction Journal Informational Photo Essay Helping out Plays Narrative poetry Names/acrostic 4.1 Identify purpose and format of narrative nonfiction (photo essay) and poetry Nonfiction	Genre: Expository Non fiction “For the Birds” magazine article Poetry 4.1 Identify expository format, headings, bold type captions, etc. Nonfiction Captions Bold print Charts Graphs Table of Contents Index	Genre: Fables Useful lesson Personification Poetry 4.1 Identify origins of fable genre, teach a lesson, characterization, story elements, sequencing, organizational patterns Nonfiction Captions	Genre: Mystery Problem Solution Clues Poetry 4.1 Identify story elements 4.2 use of clues, Foreshadowing 4.3 predicting 4.4 drawing conclusions 4.5 sequencing 4.6 organizational	Genre: Fantasy Magical Things Good wins in the end Tall Tales Poetry Hyperbole Figurative Language 4.1 Identify story element 4.2 Characterization 4.3 Personification 4.4 Unrealistic events 4.5 sequencing 4.6 Organizational pattern Nonfiction Captions

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the ways in which those stories reflect author background and culture(s).	Index Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary	Bold print Charts Graphs Table of Contents Index Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary	Captions Bold print Charts Graphs Table of Contents Index Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary	Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary	Bold print Charts Graphs Table of Contents Index Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary	patterns Nonfiction Captions Bold print Charts Graphs Table of Contents Index Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary	Bold print Charts Graphs Table of Contents Index Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary
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ASSESSMENT RESPONSES 6. Students will synthesis and respond to various genres. a. strategy prompts and responses b. CBLA requirement c. CSAP testing genres (Rd. Block: guided reading/ independent practice)	6a. Summarize and paraphrase 6b. Oral/verbal responses 6c. Written responses- - text codes - 2/3 column note formats 6.d Running records 6.e District Assessment	6a. Summarize and paraphrase 6b. Oral/verbal responses 6c. Written responses- - text codes - 2/3 column note formats 6.d Running records	6a. Summarize and paraphrase 6b.Oral/verbal responses 6c. Written responses- - text codes - 2/3 column note formats 6.d Running records	6a. Summarize and paraphrase 6b. Oral/verbal responses 6c. Written responses- - text codes - 2/3 column note formats 6.d Running records	6a. Summarize and paraphrase 6b. Oral/verbal responses 6c. Written responses- - text codes - 2/3 column note formats 6.d Running records	6a. Summarize and paraphrase 6b. Oral/verbal responses 6c. Written responses- - text codes - 2/3 column note formats 6.d Running records	6a. Summarize and paraphrase 6b. Oral/verbal responses 6c. Written responses- - text codes - 2/3 column note formats 6.d Running records 6.e District Assessment
INSTRUCTIONAL STRATEGIES/ GROUPING	1.picture walk 2. Patterns in reading 3. Sequencing 4. Story time 5. KWL (The following strategies are introduced here and on going throughout the year) 6. Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Making Connections Oral This reminds me of... I have a connection. Remember When Text to me Text to text Text to world Poetry: Modeling and thinking aloud by teacher of different types of poems using strategies list in #6. Text Codes R- reminds me of T-S- text to self T-T- text to text T-W- text to world BK- Background Knowledge PE- Prior Experience 2 Column Notes Quote or picture from text/ My connection	1.picture walk 2. Patterns in reading 3. Sequencing 4. Story time 5. KWL (The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and pictures. Asking questions Oral I wonder.. How come Why I'm confused I don't get it Text Codes ? question reader has C- confusion Huh? 2 Column Notes Quote/picture from text- My question What the text is About/ What It makes me wonder About What I know/ What I wonder What I learned/ What I wonder Questions/ Facts 3 Column Notes	1.picture walk 2. Patterns in reading 3. Sequencing 4. Story time 5. KWL (The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and pictures. Visualizing Oral How words make pictures in your mind Showing not telling and how it links to visualization I get a picture in my mind I can see it It's like a movie in my head I visualized Text Codes V- Visualized with picture P or picture of eye-picture	1.picture walk 2. Patterns in reading 3. Sequencing 4. Story time 5. KWL (The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and pictures. Determining Importance Oral Discussions about content This is really important... Text Codes I- Important L- Learned Something New # - Interesting Aha! - Big idea S-surprise S!!- shocking !!!- exciting	1.picture walk 2. Patterns in reading 3. Sequencing 4. Story time 5. KWL (The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and pictures. Synthesis Oral Ongoing discussions of evolving thinking I get it. Aha! Yes! Text Codes SZ- synthesis 2+2 – put it all together Drawing of a light bulb- new idea, confusion cleared up	1.picture walk 2. Patterns in reading 3. Sequencing 4. Story time 5. KWL (The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and pictures. Visualizing Oral How words make pictures in your mind Showing not telling and how it links to visualization I get a picture in my mind I can see it It's like a movie in my head	

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	<p>What the Text is about/ What it reminds me of Words in the text/My personal connection Words in the text/My connection to an Issue, Event, or Person</p> <p>Vocabulary Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p>	<p>What I know/ What I wonder/ What I want to Know Facts/ Questions/ Responses Questions Before Reading/ During Reading/ After Reading</p> <p>Other responses Question of the Day Question Webs Burning questions from class</p> <p>Inferring Oral Discuss themes I think Maybe it means I'm guessing that I predict</p> <p>Text Codes I- Inferences P- prediction + prediction confirmed - Prediction contradicted Th- theme</p> <p>Two Column Notes Quote/Picture/ Inference Facts/ Inferences Questions/Inferences What I think/ Support from text Words in Text/ Themes Plot/ Theme Themes/ Response Words in Text/ Prediction</p> <p>3Column Notes Picture or Quote/ Inference/ My response Facts/Questions/ Inferences Unfamiliar Word/ My inference/ confirmation Words in the text/ Prediction/ Confirmed Contradicted</p> <p>Vocabulary Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters</p>	<p>T- picture of tongue-taste Sm- picture of nose-smell Tch- picture of hand-touch</p> <p>2Column Notes Quote/Picture from text/ my image What the text is about/ what I see Words on the page/ picture in my mind Words on the page/ My mental map of what happened</p> <p>3 Column Note Words On the Page/ Picture in My Mind/ My response</p> <p>Other Listening to recorded sounds to stimulate images-making an image in mind or drawing a picture Drawing a picture of what is visualized during reading Listening to music and describing what is visualized Drawing a sequence of drawings like a movie Sketch to stretch (page 274, <i>Strategies that work</i>)</p> <p>Vocabulary Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc.</p>	<p>Two Column Notes Topic/ Details Words from Text/Important Information Words from Text/ Important Ideas What's interesting/ What's important Opinion/ Proof from Text Theme/ Evidence from Theme Important Event/ Evidence from the text Character/s Motivation/ Evidence from the text</p> <p>Three Column Notes Facts/ Questions/ Response Topic/Details/ Responses Evidence For/ Evidence Against/ Personal Opinion</p> <p>Synthesis Oral Ongoing discussions of evolving thinking I get it. Aha! Yes!</p> <p>Text Codes SZ- synthesis 2+2 – put it all together Drawing of a light bulb- new idea, confusion cleared up</p> <p>Two- Column Notes What the text is about/ What it makes me think about Direct Quote/Personal Response Opinion before reading/new ideas Quote or picture/ new idea Information from text/</p>	<p>Two- Column Notes What the text is about/ What it makes me think about Direct Quote/Personal Response Opinion before reading/new ideas Quote or picture/ new idea Information from text/ new insight Content/ process What's interesting/ What's Important Three Column Notes Content/Process/Craft Facts/Opinions/ Response Topic/ Details/ Response Thinking/ New Information/ New Thinking Compare/ contrast</p> <p>Others Venn diagram Time line of our thinking Six Questions- who? what?, when? Where? Why? How? To remember information and make sense (The following strategies are introduced here and on going throughout the year)</p> <p>Think aloud and modeling of these strategies by teacher, whole group oral responses, guided reading groups, and individual responses in words and</p>	<p>I visualized</p> <p>Text Codes V- Visualized with picture P or picture of eye- picture T- picture of tongue- taste Sm- picture of nose- smell Tch- picture of hand- touch</p> <p>2 Column Notes Quote/Picture from text/ my image What the text is about/ what I see Words on the page/ picture in my mind Words on the page/ My mental map of what happened</p> <p>3 Column Note Words On the Page/ Picture in My Mind/ My response</p> <p>Other Listening to recorded sounds to stimulate images-making an image in mind or drawing a picture Drawing a picture of what is visualized during reading Listening to music and describing what is visualized Drawing a sequence of drawings like a movie Sketch to stretch</p>	
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		<p>Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p> <p>Vocabulary Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p>	<p>New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p>	<p>new insight Content/ process What's interesting/ What's Important Three Column Notes Content/Process/Craft Facts/Opinions/ Response Topic/ Details/ Response Thinking/ New Information/ New Thinking Compare/ contrast</p> <p>Others Venn diagram Time line of our thinking Six Questions- who? what?, when? Where? Why? How? To remember information and make sense Vocabulary Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p>	<p>pictures.</p> <p>Oral Discussions about content This is really important...</p> <p>Text Codes I- Important L- Learned Something New # - Interesting Aha! - Big idea S-surprise S!!- shocking !!!- exciting</p> <p>Two Column Notes Topic/ Details Words from Text/Important Information Words from Text/ Important Ideas What's interesting/ What's important Opinion/ Proof from Text Theme/ Evidence from Theme Important Event/ Evidence from the text Character/s Motivation/ Evidence from the text</p> <p>Three Column Notes Facts/ Questions/ Response Topic/Details/ Responses Evidence For/ Evidence Against/ Personal Opinion</p> <p>Synthesis Oral Ongoing discussions of evolving thinking I get it.</p>	<p>(page 274, <i>Strategies that work</i>) Vocabulary Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p>	
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