

**Illinois Community College Board
Adult Education & Literacy**

**Illinois ABE/ASE
Language Arts
Model
Curriculum
NRS Level 2**

April 2017

Acknowledgements

The Illinois ABE/ASE Language Arts Model Curriculum was adapted from curriculum developed by the Black Hawk College Adult Education and Family Literacy program.

Thank you to the following for their contributions:

Professor Connie Kappas, Adult Education Department Chair

Assistant Professor Theresa Bries

Instructor Michael Coziahr

Instructor Gail Grigg

Adjunct Instructor Mary Lou Lohman

Adjunct Instructor Ann O'Leary

For the purpose of compliance with Public Law 101-166 (The Stevens Amendment), approximately 100% federal funds were used to produce this document.

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

FOUNDATIONAL SKILLS / ALPHABETICS (FS)

2.R.FS.1 / 2.R.FS.2 / 2.R.FS.3

Essential Understandings:

- Word analysis and phonics are used to decode and identify words.
- Not all words can be decoded.

Essential Questions:

- What is word analysis?
- What are the basic phonics rules?
- What are commonly used affixes?

Students will be able to:

(What does mastery look like)

- Apply level appropriate phonics and word analysis skills by distinguishing between short and long vowels when reading regularly spelled one-syllable words.
- Apply level appropriate phonics and word analysis skills by recognizing spelling-sound correspondence for common vowel teams when reading.
- Demonstrate appropriate phonics and word analysis skills by decoding regularly spelled two-syllable words with long vowels.
- Demonstrate appropriate phonics and word analysis skills by recognizing and reading level appropriate irregularly spelled words.
- Apply level appropriate phonics and word analysis skills by decoding multi-syllable words.
- Decode words by recognizing and identifying the meaning of the most common prefixes and suffixes.
- Decode words by recognizing and identifying the meaning of common Latin suffixes.
- Identify and read words by recognizing common but inconsistent spelling-sound correspondences.

Evidence for Assessing Learning

Performance Tasks:

Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Decode level-appropriate text from www.readinga-z.com
- Read list of common words from www.schools.utah.gov/CURR/langartelem/Core-Standards/Resources.aspx
- Identify roots and affixes in a given list from www.ixl.com lesson OO.1

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

Other Evidence:

- Observation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- Categorize words with similar affixes such as from www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Separate the affix(es) and base word
- Highlight negative prefixes using story from www.readinga-z.com
- Match words with possible affixes www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Highlight vowel teams in a controlled reading from www.mcedservices.com/phonics/phonics.html
- Match vowel teams that have similar sounds from lists in *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*
- Recognize and read irregularly-spelled words from www.schools.utah.gov/CURR/langartelem/Core-Standards/Resources.aspx

Learning Activities:

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction/support with flashcards and games from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Response to Intervention Model (Tier 2 or 3) such as interactive games from *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Flashcards/index cards (start with smaller set and expand as material is mastered) for review, self or tutor test, matching games, sorting etc.
- Interactive technology: study stack or quizlet, <http://englishforeveryone.org/>, <http://www.poenglishcake.com/>, www.starfall.com, <https://www.funbrain.com/>, www.ogforall.com

List of Instructional Materials:

- Flashcards
- Word charts
- Root and Affix charts
- Worksheets
- Etymology dictionary
- Highlighters
- Bear, Donald et. al. (2015). *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction* 6th edition. Pearson.

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Blevins, Wiley. (2001). *Teaching Phonics and Word Study for the Intermediate Grades*. Scholastic.

List of Technology Resources:

- www.starfall.com
- www.funbrain.com
- <https://ogforall.com/>
- <http://quizlet.com/13070784/flashcards>
- <http://quizlet.com/13070832/frys-fluency-phrases-set-2-flash-cards/>
- <https://www.studystack.com/>
- <http://englishforeveryone.org/>
- http://fccr.org/for-educators/sca_k-1_rev.asp (Book 2) (for games, flashcards, and word lists)
- <https://www.readinga-z.com/>
- <http://www.poenglishcake.com>
- <https://www.ixl.com/ela/>
- <http://www.mcedservices.com/phonics/phonics.html> (simple phonics stories)
- <http://www.schools.utah.gov/CURR/langartelem/Core/StandardsC.aspx> (list of words for phonics rules and sight-word lists)

VOCABULARY ACQUISITION AND USAGE (VA)

2.R.VA.1 / 2.R.VA.2 / 2.R.VA.3 / 2.R.VA.4

Essential Understandings:

- Context clues reveal the meaning and nuance of words, i.e., literal and nonliteral.
- Word meaning can be gained by identifying known parts, i.e., affixes, roots, and compounds.
- Print and digital glossaries and dictionaries can be used to gain understanding of unknown words.
- Various new words and phrases, including level appropriate academic and domain specific language, are acquired through conversation and reading text.

Essential Questions:

- How does a word's meaning vary in context?
- What are the different ways to discover the meaning of a word or phrase?

Students will be able to:

(What does mastery look like)

- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on level appropriate content by using sentence level context as a clue.
- Determine the meaning of a new word by recognizing when it is formed by a known word with a known affix.

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Determine the meaning of an unknown word by identifying a known root word as a component and using it as a clue.
- Determine the meaning of an unknown compound word by recognizing and using the meaning of individual words as clues.
- Determine the meaning of unknown words and phrases by using dictionaries and glossaries in either text or digital form.
- Demonstrate comprehension of word relationships and nuances in word meanings by distinguishing literal and non-literal meanings of words and phrases in context (e.g., *take steps*).
- Demonstrate comprehension of word relationships and nuances in word meanings by identifying real-life connections between words and their use (e.g., describing foods that are juicy or spicy)
- Demonstrate comprehension of word relationships and nuances in word meanings by distinguishing between shades of meaning of related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected*).
- Demonstrate comprehension of new vocabulary by using words and phrases acquired in conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., things that make someone happy).
- Demonstrate vocabulary acquisition by accurately using level appropriate conversational, general academic and domain-specific words and phrases including those that signal spatial and temporal relationships (e.g., *After dinner, In the morning, etc.*).

Evidence for Assessing Learning

Performance Tasks:

Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Match word with definition
- Given a root word, student will be able to use a correct affix for meaning to complete a sentence or phrase
- Cloze exercises from class reading or class-generated sentences using provided word bank

Other Evidence:

- Observation of use of new vocabulary words in conversations/writing

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- Generate list of unknown words from classroom readings (text or web)
- Highlight contextual clues in stories from www.readinga-z.com

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Formulate definitions of new words and cross-reference to dictionary or glossary entries
- Create new sentences using new vocabulary (teacher generated and student generated)
- Match words with definitions such as at www.freelanguagestuff.com
- Illustrate vocabulary words
- Make personal dictionaries/flashcards
- Place words on a continuum to show nuances (*cold, freezing, frigid*)

Learning Activities:

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction/support such as additional support with responsibility gradually being released to the student and other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) including flashcards/index cards (start with smaller set and expand as material is mastered) for review, self or tutor test, matching games, sorting etc.
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: <http://quizlet.com/6166362/word-roots-beginning-vocab-words-lessons-1-11-flash-cards/>, <http://www.starfall.com/>, <http://www.spellingcity.com/>, <http://www.readwritethink.org/>, www.englishforeveryone.org, <http://grammar.about.com/od/words/a/wordroots.htm>

List of Instructional Materials:

- Teacher-made matching cards
- List of common affixes/roots and their meanings
- *Oxford Picture Dictionary* (2nd ed.) by Jamie Adelson-Goldstein and Norma Shapiro

List of Technology Resources:

- www.quizlet.com
- www.studystack.com
- http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf[englishforeveryone.org](http://www.englishforeveryone.org)
- http://fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- www.readinga-z.com
- <http://grammar.about.com/od/words/a/wordroots.htm>
- <http://quizlet.com/6166362/word-roots-beginning-vocab-words-lessons-1-11-flash-cards/>
- <https://www.funbrain.com/roots/>
- <https://freelanguagestuff.com/>

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

- <https://www.ixl.com/ela/> Lesson BB.1 (matching synonyms)
- <http://www.playhangman.com/>

FLUENCY (FL) 2.R.FL.1

Essential Understanding:

- Rereading and using context to self-correct will increase fluency and comprehension.

Essential Question:

- What are the qualities of a fluent reader?

Students will be able to:

(What does mastery look like)

- Read on-level text orally with sufficient accuracy and fluency to support comprehension by using text to confirm word recognition and by self-correcting and rereading as necessary.

Evidence for Assessing Learning

Performance Tasks:

- Students will read aloud a rehearsed passage or poem that conforms to an appropriate rubric.
- Vocabulary words pronounced correctly
- Pauses when indicated by punctuation

Other Evidence:

- Teacher observation
- Self-evaluation
- Rubrics from http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm or <http://avoca37.org/hannuss/files/2011/08/Student-Friendly-fluency-rubric1.pdf>

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- Pair and small group reading for fluency with teacher or tutor guidance
- Choral reading
- Echo reading
- Rereading assigned passages aloud
- Readers' Theater
- Jazz Chants
- Poetry
- Timed reading with familiar texts
- Rap performance

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Podcast recordings for fluency
- Screencast-o-matic recordings for fluency

Learning Activities:

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction/support such as echo reading from *Interventions for Reading Success* (p. 241)
- Response to Intervention Model (Tier 2 or 3) such as decreasing number of choices to complete a fill-in-the-gap where choices are given
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: quizlet app, study stack app
- books on tape (listening for fluency)

List of Instructional Materials:

- Graham, Carolyn. (2000). *Jazz Chants: Old and New*. Oxford University Press.
- Siebert and Roach. (2000). *Celebrating American Heroes*. ProLingua
- Poetry such as *Good Books, Good Times* by Lee Bennett Hopkins (poetry)
- *The True Story of the Three Little Pigs* by John Scieszka
- Haager, Diane et. al. (2007). *Interventions for Reading Success*. Brooks Publishing.

List of Technology Resources:

- www.VoiceThread.com
- www.NewsInLevels.com
- www.CDLPOnline.com
- <http://www.teachingheart.net/readerstheater.htm>
- <http://www.aaronshp.com/rt/RTE.html>
- <https://www.readinga-z.com/fluency/readers-theater-scripts/>
- http://www.readwritethink.org/files/resources/lesson_images/lesson22/performcrit.pdf
- http://www.readwritethink.org/files/resources/printouts/30698_rubric.pdf (rubric for Reader's Theater)
- <http://englishforeveryone.org/>
- <http://avoca37.org/hannuss/files/2011/08/Student-Friendly-fluency-rubric1.pdf>
- http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_fact_ors.pdf
- http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm (timed reading and fluency/prosody rubric)
- <http://www.schools.utah.gov/CURR/langartelem/Core-Standards/Resources.aspx> (high frequency word lists)
- http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

COMPREHENSION: LITERATURE (CL)

2.R.CL.1 / 2.R.CL.2 / 2.R.CL.3 / 2.R.CL.4 / 2.R.CL.5 / 2.R.CL.6 / 2.R.CL.7 /
2.R.CL.8 / 2.R.CL.9

Essential Understandings:

- Application of specific reading strategies can be used to increase comprehension.
- Knowledge of literary genre can increase comprehension of the text.
- Point of view can be identified in a variety of ways.
- Illustrations and various text features can provide information.
- Comparing and contrasting two or more versions of the same story aids understanding.

Essential Questions:

- How can specific strategies be used to increase comprehension?
- What clues from the text will inform us of the author's purpose and point of view?
- How can illustrations help increase understanding of the text?

Students will be able to:

(What does mastery look like)

Key Ideas and Details: Literature

- Demonstrate comprehension strategies for questioning by asking who, what, when, where, why and how to find key details in a text.
- Demonstrate comprehension of text by asking and answering questions, citing explicit references to the text to support answers, draw conclusions, or make inferences.
- Demonstrate comprehension of text by summarizing and recounting stories, including fables, folktales, and myths from diverse cultures, and determining the central message, lesson, or moral and how it is conveyed through key details in text.
- Demonstrate comprehension strategies of questioning, predicting, clarifying, and summarizing by identifying and describing the reactions of characters in a story as they respond to major events and challenges.
- Demonstrate comprehension strategies of questioning, predicting, clarifying, and summarizing by identifying and describing character traits and motivations in a story and explaining how their actions contribute to sequence of events.

Craft and Structure: Literature

- Identify and describe how words and phrases can be used to supply rhythm and meaning in a story, poem, or song.
- Identify and indicate in the structure of a story how the beginning introduces action and how the ending concludes action.
- Demonstrate comprehension of words and phrases as they are used in a text by distinguishing between literal and non-literal language.

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Indicate and refer to parts of stories, dramas, and poems when speaking or writing, using appropriate terms such as chapter, scene, and stanza to describe how each successive part builds on earlier sections.
- Identify point of view in stories by recognizing and explaining their own point of view and distinguishing it from that of the narrator or the characters in the story.
- Identify points of view of characters in stories and show how differences affect oral reading of dialogue.

Integration of Knowledge and Ideas: Literature

- Refer to and use illustrations and details in a story to find information that applies to characters, setting, or plot.
- Identify and explain how illustrations in a text contribute to what is being conveyed by words to create mood and emphasize certain aspects of characters or situations in a story.
- Use compare and contrast techniques to demonstrate comprehension of two or more versions of the same story by different authors or from different cultures.
- Use compare and contrast techniques to demonstrate comprehension of themes, settings, and plots of stories written by the same author about the same or similar characters.

Range of Reading and Level of Text Complexity: Literature

- Read and demonstrate comprehension of a range of texts including level appropriate stories, drama, and poetry with varying levels of increased difficulty.

Evidence for Assessing Learning

Performance Tasks:

Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

Students will read a given text to

- answer comprehension questions
- identify and use appropriate literary terms
- analyze themes, setting, plots, and characters using techniques such as compare and contrast
- complete timed reading test with comprehension questions such as from http://resources.marshalladulthoodeducation.org/reading_skills_home.htm

Other Evidence:

- Teacher observations
- Journal story responses
- Completion of graphic organizers such as story maps

Building the Learning Plan

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

Sample Classroom Activities and/or Lesson Plans:

- Given an illustration from a story, student will identify mood
- Given a common idiom, students will identify both the literal and figurative meaning.
- Students will change a given simile into a metaphor.
- Color code or sort parts of a story (story strips, pictures, etc.)
- Venn diagrams
- Compare and contrast two or more versions of the same story such as *The True Story of the Three Little Pigs* by John Scieszka, *Jazz Chant Fairy Tales* by Carolyn Graham, and a traditional version.
- Read and answer comprehension questions at http://resources.marshalladulthoodeducation.org/reading_skills_home.htm
- Complete graphic organizers such as story maps such as from <https://www.readinga-z.com/comprehension/reading-graphic-organizers/>
- Sort book titles by likely genre (activity from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Read, complete accompanying organizers, and answer comprehension questions for stories from <https://www.readinga-z.com/>
- Identify character traits such as using character trait link at <http://www.learningchocolate.com/>

Learning Activities:

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction/support such as additional support completing story maps with responsibility gradually being released to the student and other ideas in *Interventions for Reading Success*.
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Response to Intervention Model (Tier 2 or 3) such as smaller sets for matching questions and answers to comprehension questions
- Interactive technology: quizlet app, study stack app, www.readwritethink.org, www.readingforeveryone.org, character traits link at www.learningchocolate.com
- Smaller discussion circles with modeling to read/review stories-story elements

List of Instructional Materials:

- Story strips
- Pictures
- Graphic organizers such as story maps
- *The True Story of the Three Little Pigs* by John Scieszka
- Graham, Carolyn. (1988). *Jazz Chant Fairy Tales*. Oxford University Press.
- Haager, Diane et. al. (2007). *Interventions for Reading Success*. Brooks Publishing.

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

- *A+ Reading Comprehension: Let's Grow Smart Grade 2* (2013). Dalmation Press
- *A+ Reading Comprehension: Let's Grow Smart Grade 3* (2013). Dalmation Press
- *Mufaro's Beautiful Daughters* by John Steptoe (3rd grade)
- Whiskeyman, Lauri. (1998). *That's Life! Reading Comprehension* by Linguist Systems. (leveled reading 1st -4th grade passages with comprehension questions)

List of Technology Resources:

- <http://www.voanews.com/> Voice of America
- <http://www.readworks.org/> (leveled readings/stories with comprehension questions)
- <http://englishforeveryone.org/>
- Character trait links at <http://www.learningchocolate.com/>
- <https://www.readinga-z.com/assessments/retelling-rubrics/?context=readinga-z-levels> (retelling rubric)
- quizlet app
- study stack app
- http://fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- <http://www.readwritethink.org/>
- http://resources.marshalladulthoodeducation.org/reading_skills_home.htm

COMPREHENSION: INFORMATIONAL TEXT (CI)

2.R.CI.1 / 2.R.CI.2 / 2.R.CI.3 / 2.R.CI.4 / 2.R.CI.5 / 2.R.CI.6 / 2.R.CI.7 /
2.R.CI.8 / 2.R.CI.9 / 2.R.CI.10 / 2.R.CI.11 / 2.R.CI.12 / 2.R.CI.13

Essential Understandings:

- Application of specific reading strategies can be used to increase comprehension.
- Purpose and point of view can be identified by examining the text.
- Illustrations and various text features can provide information.
- Text can assist in determining the meaning of words and phrases.
- Text features and search tools can be used to locate information.
- Comparing and contrasting two texts on the same topic deepens knowledge.
- There are logical connections between sentences or paragraphs in a text.

Essential Questions:

- What clues from the text will inform us of the purpose and point of view?
- How can illustrations help increase understanding of the text?
- What are the benefits of looking at two perspectives on the same topic?

Students will be able to:

(What does mastery look like)

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

Key Ideas and Details: Information

- Demonstrate comprehension strategies for questioning by asking who, what, when, where, why and how to find key details in a text.
- Demonstrate comprehension of text by asking and answering questions, citing explicit references to the text to support answers, draw conclusions, or make inferences.
- Demonstrate comprehension of text by identifying the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text, and by identifying and explaining how key details support the main idea.
- Demonstrate comprehension strategies to identify and describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.

Craft and Structure: Information

- Identify words and phrases in a text relevant to a level-appropriate topic or subject area and determine their meaning.
- Identify and locate key facts or information in a text efficiently by using various text features such as captions, bold print, subheadings, glossaries, indexes, and electronic menus and icons.
- Identify the main purpose of a text by using questioning strategies to find what the author wants to answer, explain, or describe.
- Identify the point of view of the author and distinguish it from the student's own point of view.
- Demonstrate comprehension of general academic and domain-specific words and phrases in a level appropriate text relevant to topic or subject area.
- Locate information relevant to a given topic by using text features and search tools efficiently (e.g., key words, sidebars, hyperlinks).

Integration of Knowledge and Ideas: Information

- Interpret or explain how specific images contribute to and clarify a text.
- Identify specific points the author of a text is making and explain how reasons support them.
- Identify, compare, and contrast the most important points and key details presented in two texts on the same topic.
- Using questioning strategies, find and use information gained from illustrations and the words in a text to demonstrate comprehension of key events.
- Identify and describe the logical connection between particular sentences and paragraphs in a text as comparison, cause/effect, events or steps in a sequence.

Range of Reading and Level of Text Complexity: Information

- Using various comprehension strategies, read from a range of level appropriate informational texts, including history/social studies, science, and technical texts.

Evidence for Assessing Learning

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

Performance Tasks:

Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Tests/quizzes
- Language journal
- Retell/explain
- Ask/answer comprehension questions
- Classify text types (i.e. descriptive, sequence, cause/effect)
- Relate text features such as illustrations to main text
- Locate key facts/information using text features
- Collage/visual representations of key ideas/details
- Completion of graphic organizers such as story maps

Other Evidence:

- Teacher observations

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- KWL
- Question web
- Word web
- Thinking Stems
- Given just a title or illustration, students predict main ideas/key concepts
- Match headings/subheading to text bodies
- Color code or sort parts of informational text features to identify key concepts (titles, subheadings, topic sentences, pictures, etc.)
- Venn diagrams
- Fill in graphic organizers such as sequence or cause/effect maps
- Read two or more texts on same topic from differing points of view
- Extensive reading/research opportunities in content areas through teacher supplied resources, school library, public library, etc.
- “What’s the text about?” game (in 50 words to 25 words to 14 words to 7 words to summarize essential idea of text)
- Scrambled sentences/paragraphs—student re-sort text cut apart at either the sentence or paragraph level into correct order and discuss rationale for their ordering (looking for and discuss logical connections by text type, i.e. cause/effect or sequence, and also by cohesion, coherence and anaphoric/cataphoric reference markers)
- Read text with underlined vocabulary and circle multiple choice for best-meaning equivalent.

Learning Activities:

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction/support such as Think-Pair-Share (p. 259-260) and other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as decreasing number of choices to complete a matching or fill-in-the-blank exercise
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: YouTube, <http://englishforeveryone.org/>, http://resources.marshalladulthoodeducation.org/reading_skills_home.htm

List of Instructional Materials:

- Texts, text strips for sorting
- Highlighters
- Graphic organizers
- Illustrations
- Whiskeyman, Lauri. (1998). *That's Life! Reading Comprehension* by Linguist Systems. (leveled reading 1st -4th grade passages with comprehension questions)
- *A Look at Spiders* by Jerald Halpern (2nd -3rd grade nonfiction reading)
- Siebert and Roach. (2000). *Celebrating American Heroes*. Pro Lingua.
- *Oxford Picture Dictionary* (2nd ed.) by Jamie Adelson-Goldstein and Norma Shapiro
- Haager, Diane et. al. (2007). *Interventions for Reading Success*. Brooks.

List of Technology Resources:

- <http://www.voanews.com/> Voice of America
- <https://www.newsinlevels.com/> News in Levels
- <http://www.newreaderspress.com/news-for-you-online> News for You
- <http://englishforeveryone.org/>
- http://resources.marshalladulthoodeducation.org/reading_skills_home.htm (read and answer comprehension questions_
- <http://www.ereadingworksheets.com/text-structure/text-structure-worksheets/> (identifying text structure)
- <https://www.readinga-z.com/>
- <https://www.youtube.com/>
- <https://www.readinga-z.com/comprehension/reading-graphic-organizers/>
- https://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf (sequence)
- <https://www.eduplace.com/graphicorganizer/pdf/spider.pdf> (main idea, details, subdetails)
- Google Images
- <http://www.primaryresources.co.uk/english/english.htm>

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

FUNCTIONAL AND WORKPLACE SKILLS (FW) 2.R.FW.1 / 2.R.FW.2

Essential Understandings:

- Information learned from reading has practical application.
- Gaining digital literacy is necessary for success in the workplace.

Essential Questions:

- How is reading applied in the workplace?
- How are basic technology skills used in the workplace?

Students will be able to:

(What does mastery look like)

- Communicate information, data, and observations from readings in order to apply them to actual practice.
- Demonstrate ability to use technology systems by using developmentally appropriate and accurate terminology to identify and refer to parts of the computer.
- Demonstrate ability to use technology systems by performing basic hardware and software operations such as controlling sound and brightness and using input devices.
- Demonstrate ability to use technology systems by navigating electronic environments such as e-books, educational games, digital presentation software, mobile devices, and websites, with assistance as needed.

Evidence for Assessing Learning

Performance Tasks:

Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Demonstrate ability to apply specific information given on sample work related documents such as e-mails, memos, schedules.
- Demonstrate ability to use mouse, cursor, arrows, page up/down, and enter key to navigate in electronic environments.

Other Evidence:

- Instructor observation
- Check lists

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- Sense-lang activities for computer literacy: mouse, arrows, cursor, drag-drop exercises, keyboarding exercises

NRS Level 2 Reading Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Guided questions – Where, what, when information from college website and career sites
- Fill in the blank exercises utilizing information from sample memos, want ads, schedules, applications, and e-mails

Learning Activities:

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction/support such as additional support with responsibility gradually being released to the student and other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as giving choices to complete a spider-map after reading a text
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: www.sense-lang.org, quizlet app, study stack app, <http://www.readwritethink.org/>

List of Instructional Materials:

- Newspaper want ads
- College catalogs
- Sample memos
- E-mails
- Schedules
- Applications

List of Technology Resources:

- Variety of college websites
- <https://public.careercruising.com/en> (career website)
- <http://www.sense-lang.org/> (keyboarding tutor)

NRS Level 2 Speaking & Listening Beginning Basic Education (Grade Levels 2.0 – 3.9)

COMPREHENSION AND COLLABORATION (CC) 2.S.CC.1 / 2.S.CC.2 / 2.S.CC.3 / 2.S.CC.4 / 2.S.CC.5 / 2.S.CC.6

Essential Understandings:

- Collaborative, structured discussions among diverse partners provide opportunities for practicing effective speaking and listening skills.
- Discussion aids comprehension.
- There are identified strategies that make communication in a group more effective
- Potential outcomes and solutions can be predicted from discussions.

Essential Questions:

- What strategies contribute to the interpretation and use of oral information?
- How is the validity of persuasive oral information evaluated?

Students will be able to:

(What does mastery look like)

- Participate in a range of collaborative conversations about level appropriate topics and texts, with diverse partners and groups of various sizes, by coming to discussions prepared, having studied or read the necessary material, and using this foundation to explore and expand the topic.
- Participate in a range of collaborative conversations about level appropriate topics and texts, with diverse partners and groups of various sizes, by following agreed-upon rules for discussion such as gaining the floor respectfully, listening carefully, taking turns when speaking, and staying on-topic.
- Participate in collaborative conversations through multiple exchanges by adding to and building on others' talk and responding to the comments of others.
- Participate in collaborative conversations about level appropriate topics and texts, with diverse partners and groups of various sizes, by asking respectfully for further explanation or clarification about the discussion.
- Participate in collaborative conversations about level appropriate topics and texts, with diverse partners and groups of various sizes, by explaining their own thoughts about the topic and the discussion.
- Participate in collaborative conversations about level appropriate topics and texts, with diverse partners and groups of various sizes, by identifying and restating main ideas and supporting details of information presented in a variety of mediums including texts, discussions, and visuals.
- Ask and answer questions to clarify, gather additional information, or check or enhance comprehension while staying on topic and linking the questions to others' remarks.
- Demonstrate active-listening skills by responding to verbal and non-verbal communication to enhance discussion.
- Demonstrate comprehension of key points of orally presented information for cause and effect, compare and contrast, conclusions, context, purpose, charts/tables/graphs, evaluation/critiques, and mood.

NRS Level 2 Speaking & Listening Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Identify, analyze, and evaluate oral presentation of a persuasive text for sequence, summary, technical/subject matter, accuracy, appropriateness, clarity, conclusions, solutions, facts, opinions, propaganda, assumptions, relevancy, validity, and relationship of ideas.
- Apply prediction strategies based on oral information regarding trends to posit possible outcomes and solutions.

Evidence for Assessing Learning

Performance Tasks:

Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Given possible solutions, the group will work collaboratively to choose and support with facts and/or details a final outcome and present it to the class.

Other Evidence:

- Teacher observation
- Self-evaluation
- Peer evaluation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- Problem-posing activities from real-life situations
- Role-play appropriate and inappropriate group pragmatics
- Form and use appropriate questions to find message and supporting details.
- Paired work completing information Gap exercises.
- Paired oral interviews with follow up oral reports
- Retell message/story from answers.
- Learn to use KWL and prediction in discussions on assigned topics or problem solving exercises.
- Retell simple news stories
- Answer comprehension questions from listening activities.

Learning Activities:

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction/support such as additional support being given to pairs/small groups about appropriate collaborative interaction
- Response to Intervention Model (Tier 2 or 3) such as pairing struggling student with a more successful student

NRS Level 2 Speaking & Listening Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: <http://voicethread.com/>, <http://edu.glogster.com/?ref=com>, Screencast-o-matic, <http://www.cdlponline.org/>, Haiku app, Puppet Pals app, storycreator app, YouTube
- Teacher-directed pair work

List of Instructional Materials:

- Teacher-generated materials
- Books of discussion starters/topics
- Current events
- <https://www.newsinlevels.com/> News in Levels
- Discussion topics (Which is more important: love or money)
- Zelman, N. E. (1996). *Conversation Inspirations*. Brattleboro, VT: Pro Lingua Associates.
- Kehe, D. & Kehe P. D. (1994). *Conversation Strategies: Pair and Group Activities for Developing Communicative Competence*. East Moline, IL: Pro Lingua Associates.

List of Technology Resources:

- <http://www.voanews.com/>
- <http://voicethread.com/>
- http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf (oral presentation rubric)
- <http://edu.glogster.com/?ref=com>
- Screencast-o-matic recordings for fluency
- PowerPoint
- <https://www.newsinlevels.com/>
- <http://www.cdlponline.org/>
- Haiku app
- Puppet Pals app
- Storycreator app
- Posted online models for presentations (YouTube)
- Tablet/camcorders for recording self and peers
- <http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf>

PRESENTATION OF KNOWLEDGE AND IDEAS (PK)

NRS Level 2 Speaking & Listening **Beginning Basic Education (Grade Levels 2.0 – 3.9)**

2.S.PK.1 / 2.S.PK.2 / 2.S.PK.3

Essential Understandings:

- Facts and details are used when reporting on a topic, text, or story.
- Audio recordings and visual displays can be used to convey a story or poem.

Essential Questions:

- What audio visuals can be used to enhance a presentation?
- What things determine if a presentation has been effective?

Students will be able to:

(What does mastery look like)

- Present an oral report on a topic or text, tell a story, or recount an experience using appropriate facts and relevant, descriptive details while speaking clearly, at an appropriate pace and volume, and in coherent sentences.
- Create audio recordings of stories or poems on various technological sources to demonstrate reading fluency and/or enhance a presentation with visuals that emphasize details or facts.
- Speak in complete sentences to provide requested details or clarification.

Evidence for Assessing Learning

Performance Tasks:

Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Students will develop and deliver an oral presentation utilizing technology and/or appropriate visuals.
- Students will use facts and supporting details in a report on a selected topic.
- Students will include an introduction and a conclusion in their presentation
- Students will respond to follow up questions in complete sentences.

Other Evidence:

- Teacher observation
- Teacher generated check list
- Guided peer observation using check list/rubric

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- Students brainstorm possible introductions/conclusions to a topic
- Given a topic students brainstorm facts and relevant details.
- Students organize information and record on note cards.
- Students rehearse introductions/conclusions, and story retells.

NRS Level 2 Speaking & Listening Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Students retell stories (using story strips, provided outline and/or note cards) and rehearse for fluency.
- Students view model presentations on power point, Glogster and other media apps and evaluate types of visuals for effectiveness with instructor guidance.
- Students record a reading of text input on Voicethread by instructor.
- Students (create), rehearse, record haiku/poem etc.

Learning Activities:

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction/support such as Poetry Theater (p. 246) other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as modeling and repeating presentation step-by-step
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: Screencast-o-matic recordings, haiku app, Puppet pals app, storycreator app, technology such as tablet or smartphone for recording self/peers
- Additional rehearsal time with support

List of Instructional Materials:

- Checklists/rubrics
- Level appropriate stories for retell activities
- Notecards
- Posterboard
- Zelman, N. E. (1996). *Conversation Inspirations*. Brattleboro, VT: Pro Lingua Associates
- Kehe, D. & Kehe P. D. (1994). *Conversation Strategies: Pair and Group Activities for Developing Communicative Competence*. East Moline, IL: Pro Lingua Associates
- Posted online models for presentations (YouTube)
- *Mufaro's Beautiful Daughters* by John Steptoe
- *The True Story of the Three Little Pigs* by John Scieszka

List of Technology Resources:

- <http://voicethread.com/>
- <http://edu.glogster.com/?ref=com>
- Screencast-o-matic recordings for fluency
- PowerPoint
- <https://www.newsinline.com/>
- <http://www.cdlponline.org/>
- Haiku app
- Puppet Pals app
- Storycreator app
- Posted online models for presentations (YouTube)
- Tablet, camcorder, etc. for recording self/peers

NRS Level 2 Speaking & Listening Beginning Basic Education (Grade Levels 2.0 – 3.9)

- <http://www.voanews.com/>
- http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf (presentation rubric)
- <https://www.ncsu.edu/midlink/rub.pres.html> (presentation rubric)

NRS Level 2 Writing & Language

Beginning Basic Education (Grade Levels 2.0 – 3.9)

TEXT TYPES AND STANDARDS (TT)

2.W.TT.1 / 2.W.TT.2 / 2.W.TT.3

Essential Understandings:

- Writing can express an opinion, provide information, or tell a story.
- Facts and details can support an idea or develop a story.
- Writing consists of a topic, details, and closure.

Essential Questions:

- What is the purpose for writing?
- How does a writer know if the intended writing goals were achieved?

Students will be able to:

(What does mastery look like)

- Write opinion pieces on topics or texts, supporting a point of view by creating an organizational structure that lists reasons, introduces the topic or text, and states an opinion.
- Write opinion pieces on topics or texts which provide reasons that support the opinion.
- Write opinion pieces on topics or texts using linking words and phrases such as *because, therefore, since, and for example* to connect opinion and reasons.
- Write opinion pieces on topics or texts providing a concluding statement or section.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly by introducing a topic, grouping related information together, and selecting and including illustrations when helpful to aiding comprehension.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly by developing the topic with facts, definitions, and details.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly by using linking words and phrases such as *also, another, and, more, but* to connect ideas within categories of information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly by providing a concluding statement or section.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by creating a situation, introducing a narrator and/or characters, and organizing naturally progressing event sequences.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by utilizing dialogue and describing actions, thoughts, and feelings to develop experiences and events or indicate the response of characters to situations.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by selecting and using time words and phrases to signal event order.

NRS Level 2 Writing & Language Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences that give a sense of closure.

Evidence for Assessing Learning

Performance Tasks:

Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Write a paragraph that includes a topic sentence, details, and a conclusion
- Label writing as expository, narrative, or persuasive
- Write a short narrative including characters, temporal words/phrases, dialogue and a conclusion
- Write an opinion text based on a given topic
- Write an informative/explanatory text and develop the topic with facts and details
- Use technology for writing such as e-mailing the teacher or making a PowerPoint

Other Evidence:

- Teacher observation
- Rubric or checklist

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- Model writing a paragraph with topic sentence, details, and closure
- Model writing a short story that includes characters, temporal words/phrases, dialogue, and a conclusion
- Revise a teacher-made model to include a topic sentence, details, and closure
- Complete graphic organizer as a class
- Model using a graphic organizer to write expository, narrative, and persuasive pieces
- Sort sentences or writing samples as expository, narrative, or persuasive
- Correspond with the teacher by email
- Retell familiar stories in writing with introduction, details, and closure
- Arranging sentence strips to recreate a paragraph/essay/story
- Given a topic, brainstorm details, a topic sentence or a conclusion
- Given a picture, create a story (same picture, multiple student groups)
- Members of each group write one sentence, pass to next team member, etc.
- Class stories

NRS Level 2 Writing & Language Beginning Basic Education (Grade Levels 2.0 – 3.9)

Learning Activities:

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors where writing is dictated to scribe to focus on the process, then editing with support
- Response to Intervention Model (Tier 2 or 3) such as decreasing number of choices to complete a fill-in-the-gap where choices are given
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: <http://www.readwritethink.org/>, story creator app, Puppet Pals app
- Story frames giving choices for completion
- Additional practice retelling familiar stories in writing with support introduction, details, and closure
- Dictate a story to the teacher, tutor or peer and then revise and edit transcribed story

List of Instructional Materials:

- Texts and other realia of various types (expository, narrative, or persuasive)
- *Mufaro's Beautiful Daughters* by John Steptoe
- *The True Story of the Three Little Pigs* by John Scieszka
- Rubric/Checklist
- Graphic Organizers
- Computer or tablet
- Word processing
- List of common temporal words
- Information resources for research (readings or audio resources leading to writing tasks)
- Punctuation charts
- Writing samples/paragraphs in appropriate genres and levels
- Pottle, Jean. (1999). *Writing Frames: 40 Activities for Learning the Writing Process*. Walch Publishing.
- Manipulative grammar cards and symbols for parts of speech (e.g., adverbs for sequences in narratives and verb tenses for narratives using past simple or past continuous tenses)
- *Essentials of Reading Book 1 and 2* (Contemporary/McGraw Hill)

List of Technology Resources:

- <http://www.readwritethink.org/>
- <http://www.storyboardthat.com/>
- Story Creator app
- Puppet Pals app
- Read and Write Gold
- <http://teacher.scholastic.com/tools/rubric.htm>

NRS Level 2 Writing & Language Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Microsoft Word or similar application
- Smartroom technology for viewing/interacting with various written forms with whole class or small groups
- <http://www.sense-lang.org/> (keyboard tutorial support)
- <http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf> (simple narrative-writing rubric)
- <https://www.eduplace.com/graphicorganizer/>
- https://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf (graphic organizer for sequencing)
- <https://www.eduplace.com/graphicorganizer/pdf/spider.pdf> (graphic organizer spider chart)
- http://www.eduplace.com/graphicorganizer/pdf/storymap2_eng.pdf
- <http://www.pdfdocuments.com/second-grade-narrative-writing-rubric.pdf> (narrative writing rubric for 2nd grade)
- <https://freelanguagestuff.com/verbs-and-verb-tense/>
- http://fccr.org/for-educators/sca_k-1_rev.asp (Book 2)

PRODUCTION AND DISTRIBUTION OF WRITING (PD)

2.W.PD.1 / 2.W.PD.2 / 2.W.PD.3

Essential Understandings:

- Using technology and instructor/peer editing strengthen writing.
- Various techniques can be used when producing writing.

Essential Questions:

- How can technology be used to convey and improve written information?
- What steps are involved in the writing process?

Students will be able to:

(What does mastery look like)

- With guidance and support from instructor and peers, generate writing in which development and organization are appropriate to task and purpose as in a business memo, personal e-mail, or academic paragraph.
- With guidance and support from instructor and peers, demonstrate growth in writing development and strength by planning, revising, and editing as needed.
- With guidance and support from instructor and peers, utilize technology to generate and publish writing using keyboarding skills as well as to interact and collaborate with others by using e-mail, text, file sharing, or multi-media applications.

Evidence for Assessing Learning

NRS Level 2 Writing & Language Beginning Basic Education (Grade Levels 2.0 – 3.9)

Performance Tasks:

Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- E-mail the teacher a note
- Write a rough draft of a paragraph and revise it using editing suggestions from teacher or peer
- Use technology to revise and edit a teacher-created writing sample

Other Evidence:

- Observation of editing
- Peer evaluation
- Self-evaluation with teacher-made rubric

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- Practice peer-editing
- Use technology for writing (email, word processing, PowerPoint, writing apps, etc.)
- Utilize technology to revise and edit teacher-created writing samples
- Follow the writing process (brainstorm, rough draft, revise, edit, publish), using technology with support
- Complete graphic organizers with support
- Practice using technology tools such as spell check, PowerPoint, and smart phones

Learning Activities:

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction/support with technology as needed
- Response to Intervention Model (Tier 2 or 3) such as breaking steps of writing process into individual assignments
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: <http://www.readwritethink.org/>, Haiku deck app, Educreations app, <http://edu.glogster.com/?ref=com>, puppet pals 1 & 2 apps, <http://www.storyboardthat.com/>, Story Creator app, <http://www.sense-lang.org/>

List of Instructional Materials:

- Graphic Organizers

NRS Level 2 Writing & Language Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Computer or tablet
- Word processing
- Story frames
- Teacher-produced writing for editing
- List of steps in the writing process
- Editing checklist
- Wilson, Libby. (2006). *Writing Well: Write, Revise, Succeed*. New Readers Press.

List of Technology Resources:

- <https://www.eduplace.com/graphicorganizer/>
- <http://www.eduplace.com/graphicorganizer/pdf/isp.pdf>
- <http://teacher.scholastic.com/tools/rubric.htm>
- www.thesaurus.com
- Read and Write Gold
- Word processing such as Microsoft Word
- Smartroom technology for viewing/interacting with various written forms
- Haiku deck app
- Educreations app
- <http://www.readwritethink.org/>
- <http://edu.glogster.com/>
- puppet pals 1 & 2 (upload photos)
- <http://www.storyboardthat.com/>
- Story Creator app
- <http://www.sense-lang.org/> (keyboarding tutorials and games)

RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)

2.W.RB.1 / 2.W.RB.2 / 2.W.RB.3

Essential Understandings:

- Experiences and resources can be used to gather information and conduct research both independently and collaboratively.
- There is a process for selecting, recording, and organizing information.

Essential Questions:

- How is reliable information found?
- How is reliable information selected and organized?

Students will be able to:

(What does mastery look like)

- Use print and digital sources to gather information, recall and use information from experiences, and demonstrate the ability to take notes on sources and categorize evidence into select groups.

NRS Level 2 Writing & Language Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Locate and record information needed to produce a report on a single topic by participating in shared research and writing activities (e.g., reading a number of books on a single topic to create a report, or recording science observations).
- Demonstrate the ability to develop and conduct short independent research projects to build on knowledge of a topic.

Evidence for Assessing Learning

Performance Tasks:

Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Complete a “Scavenger Hunt” to find information at the local library
- Complete Information, Source, Page (ISP) Chart
- Match research topic with appropriate source
- Label information and sources as reliable or not

Other Evidence:

- Teacher observation
- Guided research project

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- Field trip to public library
- Discover other reliable resources for research
- Examine various reference books and answer teacher-generated worksheets to familiarize students with the purpose of each reference book
- Choose the appropriate resource(s) to answer teacher-generated questions
- Complete a graphic organizer with support (Information, Source, Page (ISP) Chart, Spider Web, etc.)
- Match research topic with appropriate source
- Complete a short, teacher-guided research project using reliable resources

Learning Activities:

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individual help on report and filling out ISP chart note-taking chart from <http://www.eduplace.com/graphicorganizer/pdf/isp.pdf>
- Response to Intervention Model (Tier 2 or 3) such as using a sentence frame for report from *Writing Frames: 40 Activities for Learning the Writing Process*
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)

NRS Level 2 Writing & Language Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Interactive technology: <http://www.readwritethink.org/>
- Additional guided practice
- Reteaching in small groups

List of Instructional Materials:

- *Oxford Picture Dictionary* (2nd ed.) by Jame Adelson-Goldstein and Norma Shapiro
- Graphic organizers (Information, Source, ISP Chart, Spider Web, KWL etc.)
- Teacher-generated worksheets
- Pottle, Jean. (1999). *Writing Frames: 40 Activities for Learning the Writing Process*. Walch Publishing.
- *A Look at Spiders* by Jerald Halpern

List of Technology Resources:

- <https://www.google.com/>
- <http://www.ask.com/>
- <https://www.wikipedia.org/>
- <https://www.eduplace.com/graphicorganizer/>
- <http://www.eduplace.com/graphicorganizer/pdf/isp.pdf> (note-taking chart)
- https://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf (sequencing graphic organizer)
- <https://www.eduplace.com/graphicorganizer/pdf/spider.pdf> (spider graphic organizer)

RANGE OF WRITING (RW) 2.W.RW.1

Essential Understanding:

- Writing for specific tasks, purposes, and audiences is done over both extended and brief time frames.

Essential Question:

- How does the writing purpose affect the process?

Students will be able to:

(What does mastery look like)

- Demonstrate development in writing skills for a range of discipline-specific tasks, purposes and audiences, writing routinely over time in extended time frames by taking time for research, reflection, and revision as well as in shorter time frames over a single sitting or a day or two.

Evidence for Assessing Learning

Performance Tasks:

NRS Level 2 Writing & Language Beginning Basic Education (Grade Levels 2.0 – 3.9)

Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Student-completed journals
- Answer prompt given a teacher-generated rubric specific to task
- Compose letter or email about a real-life problem
- Guided evaluation of various types of writing using a rubric

Other Evidence:

- Teacher observation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- Use models to personalize various types of writing
- Write from prompts and guided questions
- Edit and revise with guidance
- Write reports, letters, emails, narratives, poetry, etc.

Learning Activities:

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction/support such as assistance matching appropriate writing medium with goal
- Response to Intervention Model (Tier 2 or 3) such as using a story frame from *Writing Frames: 40 Activities for Learning the Writing Process* Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: www.readwritethink.org,
- Reteaching lesson in small groups with immediate guided practice
- Additional practice with support and immediate feedback

List of Instructional Materials:

- Teacher-generated rubrics
- Samples and models of writing
- Graphic organizers
- Notebooks for journals
- Pottle, Jean. (1999). *Writing Frames: 40 Activities for Learning the Writing Process*. Walch Publishing.

List of Technology Resources:

- <http://www.readwritethink.org/>
- Read and Write Gold
- <https://www.eduplace.com/graphicorganizer/>

NRS Level 2 Writing & Language Beginning Basic Education (Grade Levels 2.0 – 3.9)

- <https://my.hrw.com/nsmedia/intgos/html/igo.htm>
- <http://teacher.scholastic.com/tools/rubric.htm>
- <http://www.pdfdocuments.com/second-grade-narrative-writing-rubric.pdf> (narrative writing rubric for 2nd grade)
- <http://www.k12reader.com/subject/composition/prompts/> (various writing prompts)

CONVENTIONS OF STANDARD ENGLISH (CS)

2.W.CS.1 / 2.W.CS.2

Essential Understanding:

- Standard English conventions guide grammar and usage when writing.

Essential Question:

- What are the conventions of Standard English, and how are they applied to writing?

Students will be able to:

(What does mastery look like)

- Demonstrate command of the conventions of Standard English grammar and usage when writing by recognizing, using, and explaining the function of nouns, verbs, pronouns, adverbs, and adjectives in general and how they work in sentences.
- Demonstrate command of the conventions of Standard English grammar and usage when writing by recognizing and appropriately using collective and abstract nouns.
- Demonstrate command of the conventions of Standard English grammar and usage when writing by forming and using common regular and irregular plural nouns such as *women, feet, children, and mice*.
- Demonstrate command of the conventions of Standard English grammar and usage when writing by forming and using common irregular and regular verbs in all tenses.
- Demonstrate command of the conventions of Standard English grammar and usage when writing by recognizing and appropriately using subject-verb and pronoun-antecedent agreement.
- Demonstrate command of the conventions of Standard English grammar and usage when writing by recognizing and choosing between correct forms of adjectives and adverbs for modification as well as selecting and using comparative and/or superlative forms correctly.
- Demonstrate command of the conventions of Standard English grammar and usage when writing by recognizing and using coordinating and subordinating conjunctions.
- Demonstrate command of the conventions of Standard English grammar and usage when writing by creating, expanding, and rearranging simple, compound

NRS Level 2 Writing & Language Beginning Basic Education (Grade Levels 2.0 – 3.9)

and complex sentences (e.g. *The boy watched the movie, The little boy watched the action movie, The action movie was watched by the little boy*).

- Demonstrate command of the conventions of Standard English capitalization when writing by capitalizing holidays, product names, geographic names, and appropriate words in titles.
- Demonstrate command of the conventions of Standard English punctuation when writing by using commas in greetings and closings of letters and addresses.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing by correctly using an apostrophe to form contractions and possessives.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing by using conventional spelling for high frequency words and other studied words and by adding suffixes to base words (spelling rules for *-ed*, *-ing*, *-s* endings).
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing by recognizing and using spelling patterns and generalizations as found in word families, position based spellings, syllable patterns, ending rules, and meaningful word parts.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing by recognizing various reference sources such as dictionaries and consulting them as needed to check and correct

Evidence for Assessing Learning

Performance Tasks:

Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Complete quizzes/tests at 70% correct or higher
- Write compound and complex sentences with appropriate capitalization and punctuation
- Edit a simple letter for punctuation and spelling
- Categorize simple sentences as interrogative, imperative, declarative, or exclamatory

Other Evidence:

- Teacher observation of student work
- Language journals

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- Model writing and paired writing
- Edit guided writing

NRS Level 2 Writing & Language Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Edit samples of incorrect paragraphs, letters, etc.
- Edit student-generated sentences as a whole class
- Scrambled sentences
- Identify sentences as declarative, interrogative, imperative, or exclamatory
- Identify sentences as simple, compound, or complex
- Online practice spelling irregular nouns and verbs
- Identify functions of a sentence (subject, verb, object)
- Identify antecedent of pronouns
- Compare places or cars using better/best and worse/worst

Learning Activities:

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction/support such as simple, guided editing and other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as additional practice with simplified versions of games and activities from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: quizlet app, study stack app, <https://www.ixl.com/>

List of Instructional Materials:

- Folse, K., et. al. (2010). *Great Sentences for Great Paragraphs*. Boston: Heinle.
- Rubin, B. (1990). *Grammar Write Away: Book 1*. Chicago: Contemporary Books.
- Hogue, A. (1996). *First Steps in Academic Writing*. White Plains, NY: Longman.
- Charts/Posters for grammar, punctuation, and capitalization
- Haager, Diane et. al. (2007). *Interventions for Reading Success*. Brooks Publishing.

List of Technology Resources:

- <http://www.sense-lang.org/>
- <http://a4esl.org/>
- <http://www.manythings.org/>
- http://fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- <https://freelanguagestuff.com/>
- www.ixl.com/ela/grade-2
- www.ixl.com/ela/grade-3

KNOWLEDGE OF LANGUAGE (KL)

2.W.KL.1

Essential Understanding:

- There are observable differences between the conventions of spoken and written Standard English depending on purpose and audience.

NRS Level 2 Writing & Language Beginning Basic Education (Grade Levels 2.0 – 3.9)

Essential Question:

- How do different situations affect the style of communication?

Students will be able to:

(What does mastery look like)

- Demonstrate and utilize knowledge of language and its conventions when writing, speaking, reading, or listening by recognizing and comparing formal and informal uses of English.
- Demonstrate and utilize knowledge of language and its conventions when writing, speaking, reading, or listening by selecting words and phrases to enhance effect.
- Demonstrate and utilize knowledge of language and its conventions when writing, speaking, reading, or listening by recognizing and observing differences between written and spoken standard English.

Evidence for Assessing Learning

Performance Tasks:

Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Updated advertisement with formal language
- List of alternative language and vocabulary for cartoons

Other Evidence:

- Teacher observation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- Given an advertisement, students will convert it to formal language
- Identify informal language in cartoons and brainstorm alternative language for a variety of settings (academic, workplace, family, etc.)

Learning Activities:

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction/support such as additional support with responsibility gradually being released to the student and other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as giving options when converting an add to formal language

NRS Level 2 Writing & Language Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: www.readwritethink.org, technology to record self, youtube.com
- Additional practice

List of Instructional Materials:

- Advertisements
- Dialogue from stories
- Rubrics or checklist
- Cartoons
- Haager, Diane et. al. (2007). *Interventions for Reading Success*. Brooks Publishing.

List of Technology Resources:

- Great Sentences For Great Paragraphs: <http://ngl.cengage.com/>
- <http://www.primaryresources.co.uk/english/english.htm>
- <http://teacher.scholastic.com/tools/rubric.htm>
- <https://www.youtube.com/>
- <http://www.readwritethink.org/>

VOCABULARY (VU) 2.W.VU.1 / 2.W.VU.2

Essential Understandings:

- Some words and phrases have more than one meaning.
- Different words and phrases can have similar meanings.
- Meanings can be nuanced through usage.
- New words can be acquired from and used in written text.

Essential Questions:

- How can one word replace another to enhance or change the meaning?
- How are newly acquired words and phrases used in writing?

Students will be able to:

(What does mastery look like)

- Demonstrate understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use such as in describing foods that are spicy or juicy, or people who are friendly or helpful.
- Demonstrate comprehension of word relationships and nuances in word meanings by identifying and distinguishing the literal and nonliteral meanings of words and phrases in context such as “*take steps.*”

NRS Level 2 Writing & Language Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Demonstrate comprehension of word relationships and nuances in word meanings by distinguishing between shades of meaning of closely related verbs such as *toss/throw/hurl* and adjectives such as *thin/slender/skinny/scrawny*.
- Demonstrate comprehension of word relationships and nuances in word meanings by distinguishing between shades of meaning of related words that describe states of mind or degrees of certainty such as *knew/believed/suspected/heard/wondered*.
- Demonstrate comprehension of words and phrases acquired through conversations, reading, and being read to and responding to texts by correctly using adjectives and adverbs to describe as in, “*When other kids are happy that makes me happy.*”
- Demonstrate comprehension of words and phrases acquired through conversations, reading, and being read to and responding to texts by appropriately using general academic and domain-specific words and phrases including those that signal spatial and temporal relationships. For example, “*After dinner that night we went looking for them.*”

Evidence for Assessing Learning

Performance Tasks:

Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Students will retell a short story in writing using signal words to enhance meaning.
- Given a list of words and/or phrases, students will categorize by function (parts of speech)
- Students will employ the most appropriate word or phrase when creating extended responses (ex: The main character *grieved* her father’s death.)
- Given a sentence that contains a multiple-meaning word, students will choose the appropriate definition.
- Define academic and domain specific words in a list.

Other Evidence:

- Observation of word choice and use of newly acquired words in journals or other writing

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- Perform or sketch illustrations for verbs and adjectives to show nuances in meaning (*walk vs. march; small, big, enormous*)

NRS Level 2 Writing & Language **Beginning Basic Education (Grade Levels 2.0 – 3.9)**

- Keep a personal dictionary of new or interesting words and share how they have observed or used them in real-life situations.
- Fill in word-grid including synonyms, antonyms and personal examples
- Brainstorm and categorize real-life situations or ways in which to use the word
- Study stack
- Place given words on a continuum to demonstrate intensity (*happy, overjoyed, sad, devastated*)
- Quizlet

Learning Activities:

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- One-on-one tutors with individualized instruction/support such as *Word Mapping* (p. 251-252) and other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as decreasing number of choices when placing words in a continuum
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: quizlet app, study stack app, www.learningchocolate.com, <https://www.ixl.com/>, <http://www.playhangman.com/>

List of Instructional Materials:

- Journals
- Personal dictionaries
- Word grid template
- Teacher-constructed cards of words of similar meaning to place in order of intensity
- List of verbs which can be performed to demonstrate nuances (*walked vs. marched*)
- List of adjectives which can be sketched or performed to demonstrate nuances (*big vs. enormous*)
- *Reading Basics*. (2001). Chicago: Contemporary Books.
- Tompkins, G. E. & Blanchfield, C. (2004). *Teaching Vocabulary: Fifty Creative Strategies*. Columbus, OH: Pearson.
- *Word Power: Spelling and Vocabulary in Context: Introductory*. (1997). Lincolnwood, IL: Contemporary Books.
- Folse, K.S. (1993). *Beginning Reading Practices: Building Reading and Vocabulary Strategies*. Ann Arbor: University of Michigan Press.
- Fry, Edward. (2000). *How to Teach Reading to Adults*. Contemporary Books, Lincolnwood, IL.
- Bear, Donald et. al. (2015). *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction 6th edition*

NRS Level 2 Writing & Language Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Blevins, Wiley. (2012). *Teaching Phonics and Word Study for the Intermediate Grades*. Scholastic.
- Haager, Diane et. al. (2007). *Interventions for Reading Success*. Brooks Publishing.

List of Technology Resources:

- http://grammar.yourdictionary.com/for-students-and-parents/words-with-multiple-meanings.html?_sm_au=iVVQMkjrTfpCn5N
- <http://www.learningchocolate.com/>
- <http://www.manythings.org/>
- www.chompchomp.com
- <http://freerice.com/#/english-vocabulary/1486>
- www.freelanguagestuff.files.wordpress.com
- http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- <http://www.primaryresources.co.uk/english/english.htm>
- <http://www.playhangman.com/>
- <https://www.youtube.com/>
- Quizlet
- Study stack
- <https://www.ixl.com/ela/>
- Google images