

Teacher: Core Reading Guided Reading  
Grade2

Year: 2011-12

Course: Guided Reading Grade 2

Month: All Months

September	Informational Text - <i>Assumes increasing text complexity, with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.</i>							
	September ~							
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills as appropriate to text					
R.2.7.1- Obtaining information, from text features(State) R.2.7.2-Using explicitly stated information to answer questions(State) R.2.7.5- Distinguishing among a variety of types of text(Local) R.2.8.5-Making inferences about causes or effects, when signal words are present		Focus reference materials: *science/soc.st.content, glossary, bibliography  Meaningful discussion  Text features  Explicit stated information  Cause and Effect	Chooses/uses appropriate practical and functional texts Chooses/uses appropriate practical and functional texts Participates: offers comments, supporting evidence and relevant responses.  Obtaining information from text features (eg - simple tables of				*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).	

(State) R.2.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other texts			contents, glossary, charts, graphs, diagrams, or illustrations				
			Use explicit stated information to answer questions				
			Making inferences about causes and effects when signal words are present				

**Four Blocks as Model of Instructional Delivery applies to each unit and month.**

Literary Text -  
September ~

*Assumes increasing text complexity with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0- Comprehension Skills and Strategies (R- 12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills as appropriate to text				
R.2.4.1- Identifying or describing character(s), setting, problem,		Focus genre: Realistic Fiction  Variety of types of text Character/Setting	<b>NEW: Distinguishes among a variety of texts (e.g., literary texts, poetry, plays</b>			*Appropriate vocabulary derived from, but not limited to, <b>instruction</b>	

<p>solution, or major events, as appropriate to text (State)  R.2.4.4- Distinguishing among a variety of types of text(local)  R.2.5.1- Making logical predictions (State)  R.2.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by  R.2.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other texts</p>		<p>Problem/Solution  Visualizing  Meaningful discussion  Predictions</p>	<p><b>realistic fiction, fairy tales, fables, tall tales or fantasy)</b>  <b>NEW: Identifies Character/Setting</b>    <b>NEW: Identifies or describes problem/solution</b>    Uses visualization to understand and remember    Participates: offers comments, supporting evidence, and relevant responses    Identifies devices and characteristics: realistic fiction    Makes logical predictions  <b>*NEW: by citing evidence from text</b></p>			<p>(i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).</p>	
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Informational Text - *Assumes increasing text complexity, with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0- Comprehension Skills and Strategies (R-		Strategy and skill review	Continuous revisiting of previous skills as				

12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by			appropriate to text				
R.2.7.1-Obtaining information, from text features(State) R.2.7.2-Using explicitly stated information to answer questions(State) R.2.7.5- Distinguishing among a variety of types of text(Local) R.2.8.0-ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE- Analyze and interpret informational text read-aloud, citing evidence as appropriate by R.2.16.0- ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5, R-6, and R-16) continued-Generates a personal response to what is read		Focus reference materials: *science, soc. st.content,magazines, newspapers, advertisements Text features  Explicit stated information  Types of text Determining importance	Chooses/uses appropriate practical and functional texts Chooses/uses appropriate practical and functional texts Obtaining information from text features (eg - simple tables of contents, glossary, charts, graphs,diagrams, or illustrations  Use explicit stated information to answer questions  Distinguishes among a variety of types of texts Recognizes main idea and details that support			*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).	

through a variety of means by

Literary Text -  
October ~

**Four Blocks as Model of Instructional Delivery applies to each unit and month.**

*Assumes increasing text complexity with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills as appropriate to text				
R.2.4.1- Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text (State) R.2.4.2- Retelling the key elements of a story (local) R.2.4.3- Generating questions before, during, and after reading		Focus genre study: Plays  Variety of types of text Character/setting Major events (important events)  <b>NEW: Sequence of events</b>  <b>NEW: Key elements of story</b>	Distinguishes between a variety of types of texts Retell the key elements of the story  Sequencing of story in order (beginning, middle, end)  Identifies devices and characteristics: Plays  Identify physical characteristics/personality traits of main characters <b>NEW: Generating questions before, during and after reading</b>  Identifies and describes character and setting			*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).	

to enhance recall (Local) R.2.4.4- Distinguishing among a variety of types of text(local) R.2.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other texts			Recognizes main idea and details that support				
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November ~ Informational Text - *Assumes increasing text complexity, with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills as appropriate to text				
R.2.7.3- Locating and recording information to show understanding, when given an organizational		Focus reference materials: *science, soc. st.content, announcements, invitations, letters Organization	<b>NEW: Distinguishes</b> ,chooses/uses appropriate practical and functional texts <b>NEW: Locate and record information to show understanding when given an organization</b>			*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing,	

format(local) R.2.7.4- Generating questions before, during, and after reading to enhance recall (Local) R.2.7.5- Distinguishing among a variety of types of text(Local)	format Questions	<b>format</b> <b>(e.g. T-chart or Venn diagram)</b>  Generating questions before, during, and after reading <b>NEW: to enhance recall</b> , expand understanding and/or gain new information	sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).
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Literary Text - November ~

**Four Blocks as Model of Instructional Delivery applies to each unit and month.**

*Assumes increasing text complexity with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills as appropriate to text				
R.2.4.3- Generating questions before, during, and after reading to enhance recall (Local)		Focus genre study: Fairy/Folk Tales  Variety of types of texts Questions: before, during, and after	Identify literary devices as appropriate to genre (ie- rhyme, repeated language and			*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing,	

<p>R.2.4.4- Distinguishing among a variety of types of text(local)</p> <p>R.2.4.5- Identifying literary devices as appropriate to genre: rhyme, repeated language or dialogue(Local)</p> <p>R.2.5.1-Making logical predictions (State)</p> <p>R.2.5.3-Making basic inferences about problem or solution (State)</p> <p>R.2.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other texts</p>		<p>reading</p> <p>Literary devices</p> <p>Predictions</p> <p>Connections</p> <p>Inferences</p>	<p><b>NEW: dialogue)</b></p> <p>Distinguishes among a variety of types of text</p> <p>Making logical predictions</p> <p>Identifies devices and characteristics: fairy/folk tales</p> <p>Connecting information within a text</p> <p><b>NEW: personal connections</b></p>			<p>sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).</p>	
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**D** Informational Text - *Assumes increasing text complexity, with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.*

**e** December ~

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to		Strategy and skill review	Continuous revisiting of previous skills as appropriate to text				

<p>monitor comprehension and strategy use for different types of texts and purposes by</p>								
<p>R.2.7.5-Distinguishing among a variety of types of text(Local) R.2.8.0-ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE-Analyze and interpret informational text read-aloud, citing evidence as appropriate by R.2.8.1-Connecting information within a text (State) R.2.8.2-Recognizing generalization about text(State) R.2.8.4-Identifying facts presented in text (Local)</p>		<p>Focus reference materials: *science, soc. st.content, schedules, charts, tables Connections Facts Determining importance</p>	<p>Chooses/uses appropriate practical and functional texts Chooses/uses appropriate practical and functional texts <b>NEW: Connecting information within a text</b>  Identifies facts and opinions presented in text <b>*NEW: Recognizing generalizations about text (e.g., identifying appropriate titles or main/central ideas)</b></p>		<p>*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).</p>			
<p style="text-align: center;"><b>Four Blocks as Model of Instructional Delivery applies to each unit and month.</b></p> <p>Literary Text - December ~</p> <p style="text-align: center;"><i>Assumes increasing text complexity with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.</i></p>								
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments	

R.2.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills as appropriate to text					
R.2.4.4- Distinguishing among a variety of types of text(local) R.2.5.5- Identifying the author's basic message R.2.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other texts		Focus genre study: Poetry  Variety of types of texts Meaningful discussion  Author's message Connections	Identifies devices and characteristics: Poetry  Distinguishes among a variety of types of texts Participates: offers comments, supporting evidence, and relevant responses  Identify motives of main characters  Connecting information within a text			*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).		
J a n u a r	Informational Text - <i>Assumes increasing text complexity with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.</i>							
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
	R.2.12.0-		Strategy	Continuous				

y Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		and skill review	revisiting of previous skills as appropriate to text				
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R.2.4.4- Distinguishing among a variety of types of text(local) R.2.5.3- Making basic inferences about problem or solution (State) R.2.5.7- Recognizing explicitly stated causes or effects (Local) R.2.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other texts		Focus reference materials: *science, soc. st. content, encyclopedia, atlas Generalizations about text	Chooses/uses appropriate practical and functional texts Chooses/uses appropriate practical and functional texts Recognizing generalizations about text (e.g., identifying appropriate titles or main/central ideas)			*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).	
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Literary Text - January ~

**Four Blocks as Model of Instructional Delivery applies to each unit and month.**

*Assumes increasing text complexity with identified grade level text (DRA,*

*Lexile, etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills as appropriate to text				
R.2.4.4- Distinguishing among a variety of types of text(local) R.2.5.3- Making basic inferences about problem or solution (State) R.2.5.5- Identifying the author's basic message R.2.5.7- Recognizing explicitly stated causes or effects (Local) R.2.16.1- Comparing stories or other texts to related		Focus genre study: Realistic Fiction  Variety of types of texts Author's message/craft  Basic inferences about problem/solution  Cause and effect  Connections	Identifies devices and characteristics: Realistic Fiction  Distinguishes among a variety of types of texts <b>NEW: Identify the author's basic message/craft</b>  Making basic inferences about problem/solution  <b>NEW: Recognize explicitly stated causes and effects</b>  Connects information within a text <b>*NEW: Generates a</b>			*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).	

	personal experience, prior knowledge, or to other texts			<b>personal response when read independently</b>				
February	Informational Text - <i>Assumes increasing text complexity, with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.</i>							
	<b>Standards</b>	<b>Enduring Understandings</b>	<b>Content</b>	<b>Skills</b>	<b>Lessons</b>	<b>Resources</b>	<b>Vocabulary</b>	<b>Assessments</b>
	R.2.12.0-Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills as appropriate to text				
R.2.7.2-Using explicitly stated information to answer questions(State) R.2.7.5-Distinguishing among a variety of types of text(Local) R.2.8.5-Making inferences about causes or effects, when signal words are present (State)		Focus reference materials: <i>*science, soc. st. content,</i> dictionary, thesaurus Cause and Effect Questions	Chooses/uses appropriate practical and functional texts Chooses/uses appropriate practical and functional texts <b>NEW: Making inferences about causes or effects when signal words are present</b> Using explicitly stated			*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).		

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questions

**Four Blocks as Model of Instructional Delivery applies to each unit and month.**

LiteraryText -  
February ~

*Assumes increasing text complexity with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills as appropriate to text				
R.2.4.1- Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text (State) R.2.4.4- Distinguishing among a variety of types of text(local) R.2.5.2- Identifying relevant physical		Focus genre: Fables, Tall Tales or Fantasy Variety of types of texts Character/Setting Inferences about problem/solution Characterization	Identifies Character/Setting Distinguishes among a variety of types of texts Makes basic inferences about the problem/solution Identifies <b>NEW:relevant</b> physical characteristics or personality traits of main characters			*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).	

characteristics or personality traits of main characters (State) R.2.5.5- Identifying the author's basic message							
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Informational Text - *Assumes increasing text complexity, with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.*  
March ~

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills as appropriate to text				
R.2.7.3- Locating and recording information to show understanding, when given an organizational format(local) R.2.7.5- Distinguishing among a variety of types of text(Local)		Focus reference materials: *science, soc. st. content, magazines, newspapers, advertisements Organization format	Chooses/uses appropriate practical and functional texts Chooses/uses appropriate practical and functional texts Locating and recording information to show understanding when given			*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b>	

			an organization format (e.g., T-chart or Venn diagram)			(i.e. NWEA, NECAP).	
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**Four Blocks as Model of Instructional Delivery applies to each unit and month.**

Literary Text -  
March ~

*Assumes increasing text complexity with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0-Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills as appropriate to text				
R.2.4.1-Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text (State) R.2.4.4- Distinguishing among a variety of types of text(local) R.2.5.2-Identifying relevant physical characteristics or personality traits of main characters (State)		Focus genre: Fairy and Folk Tales Variety of types of texts Sequence of events Key elements of story Inferences Synthesizes	Sequencing the key events in order Distinguishes among a variety of types of texts Retelling the key elements of the story <b>NEW: Makes basic inferences about problem and solution</b>			*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA,	

R.2.5.3-Making basic inferences about problem or solution (State) R.2.8.0-ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE- Analyze and interpret informational text read-aloud, citing evidence as appropriate by			Adds to or modifies prior knowledge				NECAP).	
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Informational Text - *Assumes increasing text complexity, with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0-Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.2.7.5-Distinguishing among a variety of types of text(Local)		Focus reference materials: *science, soc. st. content, announcements, invitations, letters Variety of texts	Chooses/uses appropriate practical and functional texts Chooses/uses appropriate practical and functional			*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing, sequencing,	

			texts Distinguish among a variety of types of texts			inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).	
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Literary Text - April ~

**Four Blocks as Model of Instructional Delivery applies to each unit and month.**

*Assumes increasing text complexity with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills as appropriate to text				
R.2.4.3- Generating questions before, during, and after reading to enhance recall (Local) R.2.4.4- Distinguishing among a variety of types of text(local) R.2.4.5-		Focus genre: Poetry Variety of types of texts Author's message Meaningful discussion Literary devices	Distinguishes among a variety of types of texts  Identify the author's basic message  Generates questions before, during and after			*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words),	

Identifying literary devices as appropriate to genre: rhyme, repeated language or dialogue(Local) R.2.5.5- Identifying the author's basic message R.2.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other texts			reading to enhance recall, expand understanding and/or gain new information Identifies literary devices as appropriate to genre: rhyme, repeated language or dialogue			and <b>assessment</b> (i.e. NWEA, NECAP).	
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May ~ Informational Text - *Assumes increasing text complexity, with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills as appropriate to text				
R.2.7.1- Obtaining information, from text features(State)		Focus reference materials: *science, soc. st.	Chooses/uses appropriate practical and functional texts			*Appropriate vocabulary derived from, but not limited to,	

R.2.7.4- Generating questions before, during, and after reading to enhance recall (Local)		content, glossary, bibliography Text features Questions	Chooses/uses appropriate practical and functional texts Obtaining information from text features Generating questions before, during and after reading			<b>instruction</b> (i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).	
R.2.7.5- Distinguishing among a variety of types of text(Local)							

**Four Blocks as Model of Instructional Delivery applies to each unit and month.**

Literary Text -  
May ~

*Assumes increasing text complexity with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills as appropriate to text				
R.2.4.1- Identifying or describing character(s), setting, problem, solution, or major events, as appropriate		Focus genre: Fables, Tall Tales or Fantasy Variety of types of texts Characterization Character/setting Problem/Solution Major events	Distinguishes among a variety of types of texts Identifies relevant physical characteristics or personality			*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing, sequencing,	

to text (State) R.2.4.4- Distinguishing among a variety of types of text(local) R.2.5.2- Identifying relevant physical characteristics or personality traits of main characters (State) R.2.5.5- Identifying the author's basic message		Author's message	traits of main characters Identifies or describes characters, setting, problem, solution or major events as appropriate to text Identify the author's basic message			inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).	
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Informational Text - *Assumes increasing text complexity, with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
R.2.12.0- Comprehension Skills and Strategies (R- 12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.2.7.5- Distinguishing among a variety of types of		Focus reference materials: *science, soc. st. content,	Chooses/uses appropriate practical and functional texts			*Appropriate vocabulary derived from, but not limited to,	

<p>text(Local) R.2.8.1- Connecting information within a text (State) R.2.8.4- Identifying facts presented in text (Local) R.2.8.5- Making inferences about causes or effects, when signal words are present (State)</p>		<p>encyclopedias Types of text Information within a text Facts Cause and Effect</p>	<p>Chooses/uses appropriate practical and functional texts Distinguish among a variety of types of text Connecting information within a text Identifying facts presented in text Making inferences about causes or effects when signal words are present</p>			<p><b>instruction</b> (i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).</p>	
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**Four Blocks as Model of Instructional Delivery applies to each unit and month.**

Literary Text - June ~

*Assumes increasing text complexity with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
<p>R.2.12.0- Comprehension Skills and Strategies (R- 12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by</p>		<p>Strategy and skill review</p>	<p>Continuous revisiting of previous skills and strategies as appropriate to text</p>				

<p>R.2.4.1- Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text (State)</p> <p>R.2.4.2- Retelling the key elements of a story (local)</p> <p>R.2.4.4- Distinguishing among a variety of types of text(local)</p> <p>R.2.5.6- Identifying possible motives of main characters(local)</p>		<p>Focus genre: Plays Character/setting Sequence Key elements</p> <p>Motives of main characters</p> <p>Variety of types of texts</p>	<p>Identifies and describes characters, setting, problem, solution or major events as appropriate to text</p> <p>Sequences key events in order as appropriate to text</p> <p>Retells the key elements of the story</p> <p><b>NEW: Identifies possible motives of main characters</b></p> <p>Distinguishes among a variety of types of texts</p>		<p>*Appropriate vocabulary derived from, but not limited to, <b>instruction</b> (i.e. summarizing, sequencing, inferring), <b>content</b> (i.e. any unfamiliar key words), and <b>assessment</b> (i.e. NWEA, NECAP).</p>	
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