

English Language Arts – Grade Two

Strand III: Language Conventions, Voice, and Communication

MCF Early Elementary Benchmark 1.2

Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.

Grade Level Benchmark 1.2

Develop fluency by reading a variety of texts, such as stories, poems, messages, menus and directions with expression.

Analysis of Benchmark

Key Concepts

- Fluency is the ability to read smoothly with understanding, using appropriate expression.
- Fluency is developed by practicing reading a variety of texts.
- Fluency is developed by speaking.
- Fluency can be developed by observing good models.

Evidence of Achievement

MCF – Grade Level Content Expectations

- Read a variety of text with accuracy, appropriate rate, and expression.

Classroom Assessment

- “Guided Reading- Fluency”

Instructional Activities

- Teacher models phrased and fluent reading using poetry and narratives.
- Teacher and students share reading selections.
- Students independently practice phrased & fluent reading in guided reading groups.

Resources

Teacher:

Books:

- *A Poem a Day* by Helen Moore (Scholastic)
- *Pass the Poetry, Please!* by Lee Bennett Hopkins
- *Guided Reading* by Irene Fountas and Gay Su Pinnell

Videos:

- *Guided Reading* by Irene Fountas and Gay Su Pinnell
- *Between the Lions* by PBS
- *Clifford's Rhyme Time*

Websites:

- <http://gigglepoetry.com>
- <http://readinglady.com>
- <http://web-pop.com/bookpopchooser.html>
- <http://web.rbe.sk.ca/lang/summer%202001/fluency.htm>

Others: (Field trips, speakers, MI CLiMB examples)

Student:

Books: Leveled Text, Pattern Books, Series Text

- *No More Homework, No More Tests* by Bruce Lansky
- *Joyful Noise: Poems for Two Voices* by Paul Fleischman
- *Ratty Tatty* by Joy Crowley
- *Copycat* by Joy Crowley
- *Frog & Toad* by Arnold Lobel
- *If You're Not Here, Please Raise Your Hand: Poems About School* by Kalli Dakos

Videos:

Websites:

- <http://gigglepoetry.com>

Other: *Jumpstart 2nd Grade* Software

Assessment

Title of task: Guided Reading- Fluency		Grade: Two	
Strand/Content Standard/Benchmarks: III. 1.2, 1.4			
<p>Assessment Task</p> <p>You will meet in a Guided Reading group with peers. During this time, you will work on decoding words, reading with expression, constructing meaning, using picture cues, context clues, and other word recognition aids to help you develop fluency while reading a variety of instructional leveled text.</p>			
<p>Scoring Guide Criteria</p> <ul style="list-style-type: none"> • Fluency • Reading strategies • Expression 			
Beginning	Developing	Achieving	Exceeding
		<p>Text read with fluency at instructional level.</p> <p>Appropriate reading strategies (picture clues, context clues, etc) used.</p> <p>Text read with appropriate expression.</p>	

English Language Arts – Grade Two

Strand III: Language Conventions, Voice, and Communication

MCF Early Elementary Benchmark 1.4

Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other work recognition aids.

Grade Level Benchmark 1.4

Employ a variety of strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, and other word recognition aids.

Analysis of Benchmark

Key Concepts

- Pictures can be used to construct meaning.
- Context clues can be used to construct meaning.
- Meaning, structural, and visual cueing systems can be used as decoding strategies for constructing meaning (Does it make sense? Does it sound right? Does it look right?)

Evidence of Achievement

MCF – Grade Level Content Expectations

- Use structural cues (the study of phonemes, letter/sound associate), syntactic cues (phrase or sentence arrangement), and symantec cues (meaning) to recognize words in isolation and in context.
- Use phonics rules, picture clues, context clues, and prediction to aid in decoding.

Classroom Assessment

- “Guided Reading- Fluency” – **See I. 1.2**

Instructional Activities

- Teacher models strategies (using picture cues, context clues, meaning, structural, and visual cueing systems, phonetic clues, looking for chunks, etc.) during whole group time.

- Teacher reinforces strategies during shared reading.
- Students practice using strategies in guided reading.

Resources

Teacher:

Books:

- *Guide Book to Reading Recovery* by Marie Clay
- *Guided Reading* by Irene Fountas & Gay Su Pinnell
- *Phonics They Use: Words for Reading and Writing* by Patricia Cunningham
- *An Observation of Early Literacy Achievement* by Marie Clay

Videos:

Websites:

- <http://starfall.com>
- <http://balancedreading.com>

Others: (Field trips, speakers, MI CLiMB examples)

Student:

Books:

- *Anna Banana: 101 Jump Rope Rhymes* by Joanna Cole
- *Breakfast in the Afternoon: Another Beginning Word Book* by Cynthia Basil
- *The ABC Bunny* by Wanda Gag
- *M is for Mitten* by Annie Appleford
- *Messy Bessy* by Patrica & Frederick McKissach

Videos:

Websites:

- <http://starfall.com>

Other:

English Language Arts – Grade Two

Strand III: Language Conventions, Voice, and Communication

MCF Early Elementary Benchmark 4.1

Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks.

Grade Level Benchmark 4.1

Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as home, playground, classroom, and storybooks.

Analysis of Benchmark

Key Concepts

- There are differences in language patterns used in spoken, written, and visual contexts.
- There is language that is appropriate for formal and informal settings (home, school, playground, internet, etc.).
- There is language that is unique to certain contexts (i.e. mathematics, sports, medical, legal, etc.).
- They can communicate effectively by selecting the most appropriate language patterns for a given context (speeches, debates, advertising, etc.).

Evidence of Achievement

MCF – Grade Level Content Expectations

- Explore and use language to communicate effectively with a variety of audiences and for different purposes; e.g., answering questions, discussions about work, playground/classroom interactions.

Classroom Assessment

- “Book Study”

Instructional Activities

- Teacher selects and shares texts with students that demonstrate formal and informal language.

- Teacher compares/contrasts formal and informal language during whole group instruction.
- Students role play situations that require formal or informal language.
- Students being to recognize and monitor their language in formal and informal situations.

Resources

Teacher:

Books:

- *The Literacy Dictionary: The Vocabulary of Reading and Writing* by Theodore L. Harris and Richard E. Hodges

Videos:

Websites:

- <http://storiestogrowby.com/>

Others: (Field trips, speakers, MI CLiMB examples)

Student:

Books:

- *Don't Say Ain't* by Irene Smalls-Hector
- *Yo! Yes?* by Chris Raschka
- *Cindy Ellen: A Wild Western Cinderella* by Susan Lowell
- *Nana Upstairs, Nana Downstairs* by Tomie dePaola
- *The Relatives Came* by Cynthia Rylant
- *Harvey Potter's Balloon Farm* by Jerdine Nolen

Videos:

Websites:

- <http://starfall.com>

Other:

Assessment

Title of task: Book Study	Grade: Two		
Strand/Content Standard/Benchmarks: III. 4.1, 4.2, 4.3, 4.4, 4.5			
<p>Assessment Task</p> <p>You will choose two versions of <i>Cinderella</i> to compare and contrast. Using a graphic organizer, you will compare and contrast language patterns of the characters. Working with a partner, write a story about Cinderella’s character placing her in a different setting including dialogue (example: home, school, in your favorite cartoon, etc.) Compare the language patterns you used in your writing to those the authors used in the published texts.</p>			
<p>Scoring Guide Criteria</p> <ul style="list-style-type: none"> • Language Patterns Awareness • Formal/informal language • Dialect • Comparison 			
Beginning	Developing	Achieving	Exceeding
		<p>Graphic organizer identifies differences in language patterns.</p> <p>Story demonstrates use of formal and informal language.</p> <p>Story expresses ideas in two ways.</p> <p>Story uses examples of dialect.</p> <p>Comparison points out similarities and differences between authors.</p>	

English Language Arts – Grade Two

Strand III: Language Conventions, Voice, and Communication

MCF Early Elementary Benchmark 4.2

Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad.

Grade Level Benchmark 4.2

Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad.

Analysis of Benchmark

Key Concepts

- Language varies dependent upon location and culture of a given area.
- Different situations may call for formal or informal usage.
- Spelling patterns can vary by region, culture, and time.
- Language is a living system that continually changes and evolves through time.

Evidence of Achievement

MCF – Grade Level Content Expectations

- Use structural cues (the study of phonemes, letter/sound association), syntactic cues (phrase or sentence arrangement), and semantic cues (meaning) to recognize words in isolation and in context.
- Spell words (accurately and approximations) in context using multiple strategies and resources; e.g., phonics rules, analogy, word lists/walls, high frequency word lists.

Classroom Assessment

- “Book Study”- **See I. 4.1**

Instructional Activities

- Teacher selects a variety of texts that portray language patterns of different cultures to read during whole group time.
- Teacher compares/contrasts language patterns during whole group instruction.

- Sharing poetry, narrative text, and informational text, the teacher and students work together to identify the origin of the text by its characteristics.
- Students independently recognize text comes from different cultures, regions, and evolves over time.

Resources

Teacher:

Books:

- *Cinderella* – various versions
- *Cindy Ellen: A Wild Western Cinderella* by Susan Lowell

Videos:

- Commercials for toys, products, etc.

Websites:

- <http://http://acs.ucalgary.ca/~dkbrown/new.html>

Others: (Field trips, speakers, MI CLiMB examples)

- Printed Ads for toys, products, etc.

Student:

Books:

- *Don't Say Ain't* by Irene Smalls-Hector
- *Yo! Yes?* by Chris Raschka
- *Nana Upstairs, Nana Downstairs* by Tomie dePaola
- *The Relatives Came* by Cynthia Rylant
- *My Parents Think I'm Sleeping* by Jack Prelutsky
- *The Other Side* by Jacqueline Woodson

Videos:

Websites:

Other:

English Language Arts – Grade Two

Strand III: Language Conventions, Voice, and Communication

MCF Early Elementary Benchmark 4.3

Demonstrate awareness of words that have entered the English language from many cultures.

Grade Level Benchmark 4.3

Demonstrate awareness of words that have entered the English language from many cultures.

Analysis of Benchmark

Key Concepts

- Words come from different languages.
- Some phrases and expressions originate from other cultures and languages.

Evidence of Achievement

MCF – Grade Level Content Expectations

- Use structural cues (the study of phonemes, letter/sound association), syntactic cues (phrase or sentence arrangement), and semantic cues (meaning) to recognize words in isolation and in context.

Classroom Assessment

- “Book Study”- See I. 4.1

Instructional Activities

- During whole group time, the teacher calls attention to language, voice, and cultures in text.
- During shared reading teacher and students identify interesting words and discuss their origins.
- Teacher compares/contrasts the origin of words during whole group instruction.
- Students demonstrate knowledge of word origins by finding interesting words in text and posting them on a designated bulletin board.

Resources

Teacher:

Books:

- Many multicultural books, including “Madeline” books
- *Guided Reading* by Fountas & Pinnell
- *Dictionary of Word Origins* by John Ayto

Videos:

Websites:

- <http://wordwizard.com/>

Others: (Field trips, speakers, MI CLiMB examples)

Student:

Books:

- “multicultural” books
- “Madeline” Books

Videos:

Websites:

- <http://planetbookclub.com/kids/>

Other:

English Language Arts – Grade Two

Strand III: Language Conventions, Voice, and Communication

MCF Early Elementary Benchmark 4.4

Become aware of and begin to experiment with different ways to express the same idea.

Grade Level Benchmark 4.4

Begin to experiment with different ways to express the same idea.

Analysis of Benchmark

Key Concepts

- Meaning can be affected through word choice and usage.
- The same idea can be expressed in different ways.
- Synonyms are different words that have similar meanings.
- Synonyms may have different meanings or connotations.

Evidence of Achievement

MCF – Grade Level Content Expectations

- Determine the meaning of words and phrases (objects, actions, concepts) in context using strategies and resources (context clues, mental pictures, raising questions).

Classroom Assessment

- “Book Study” - See I. 4.1

Instructional Activities

- Teacher introduces a phrase or piece of text to the children and brainstorms other languages that can be used to express the same idea.
- Using interactive writing, the students and teacher express an idea in a variety of ways using comparison/contrast.
- Using a bank of words (such as nice, good, kind, etc.) students generate a list of synonyms to use in their writing.

Resources

Teacher:

Books:

- *Roget's Thesaurus*

Videos:

Websites:

- <http://mraread.org>
- <http://kent.k12.wa.us/staff/ljacola/6Trait/lessons.htm>

Others: (Field trips, speakers, MI CLiMB examples)

Student:

Books:

- *Roget's Thesaurus*
- *Verdi* by Janell Cannon
- *Some Smug Slug* by Pamela Duncan Edwards
- *Yo? Yes!* By Chris Raschka
- *If You Were A Writer* by Joan Lowery Nixon
- *Miss Alaineus: A Vocabulary Disaster* by Debra Frasier

Videos:

Websites:

- <http://rhymezone.com/r/rhyme.cgi>

Other:

English Language Arts – Grade Two

Strand III: Language Conventions, Voice, and Communication

MCF Early Elementary Benchmark 4.5

Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations.

Grade Level Benchmark 4.5

Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, playground games, science lessons, and daily conversations.

Analysis of Benchmark

Key Concepts

- There are many uses of language depending upon context and purpose (community building, story discussion, casual conversations, writing workshops, science, lessons, playground games, thank you letters, and daily conversations, etc.).

Evidence of Achievement

MCF – Grade Level Content Expectations

- Explore and use language to communicate effectively with a variety of audiences and for different purposes; e.g., answering questions, discussions about work, playground/classroom interactions.

Classroom Assessment

- “Book Study” - **See I. 4.1**

Instructional Activities

- The teacher will choose text that utilizes language in different contexts.
- Students will role play situations that require conversations for a variety of purposes.

- Students will compare/contrast language used in a variety of situations for a variety of purposes.
- Students will write a letter for different purposes (i.e. a friendly letter, a thank you letter, a letter to inform, etc.)

Resources

Teacher:

Books:

- *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop* by Susan Zimmermann, Ellin Oliver Keene
- *The Art of Teaching Writing* by Lucy McCormick Calkins, Peter Cunningham (Photographer)
- *After "The End": Teaching and Learning Creative Revision* by Barry Lane
- *A Fresh Look at Writing* by Donald H. Graves
- *Writing Workshop: The Essential Guide From the Authors of Craft Lessons* by Ralph J. Fletcher, Joann Portalupi

Videos:

Websites: <http://mraread.org>

Others: (Field trips, speakers, MI CLiMB examples)

Student:

Books:

- *Alexander and The Terrible, Horrible, No Good, Very Bad Day* by Judith Voist
- *Dear Annie* by Judith Caseley
- *Be A Perfect Person* by Stephen Manes
- *The Greedy Triangle* by Marilyn Burns
- *The Day Jimmy Boa Ate the Wash* by Trisha Hakes Noble
- *Giants Have Feelings, too* by Alvin Grenowsky
- *How to Lose All Your Friends* by Nancy Carlson

Videos:

Websites:

Other:

English Language Arts – Grade Two

Strand III: Language Conventions, Voice, and Communication

MCF Early Elementary Benchmark 6.1

Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation.

Grade Level Benchmark 6.1

Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice and articulation.

Analysis of Benchmark

Key Concepts

- Effective communication includes eye contact and appropriate body language including facial expressions and gestures.
- Pronunciation and enunciation can contribute to or inhibit communication.
- Voice qualities such as volume, pitch, and tone impact communication.

Evidence of Achievement

MCF – Grade Level Content Expectations

- Read a variety of text with accuracy, appropriate rate, and expression.
- Explore and use language to communicate effectively with a variety of audiences and for different purposes; e.g., answering questions, discussions about work, playground/classroom interactions.

Classroom Assessment

- “Newscast” - **See I .8.3**

Instructional Activities

- Teacher will demonstrate how facial expressions and articulation can change the meaning of verbal communication.
- Teacher and students will role play a variety of conversations and practice using verbal and non-verbal cues appropriately.

- Students will practice effective communication by using appropriate body language, eye contact, and facial expressions during conversations.

Resources

Teacher:

Books:

Videos:

- *New Zealand Classrooms in Action* Junior Class Learning, New Zealand

Websites:

Others: (Field trips, speakers, MI CLiMB examples)

Student:

Books:

- *Alexander and The Terrible, Horrible, No Good, Very Bad Day* by Judith Voist
- *Dear Annie* by Judith Caseley
- *Be A Perfect Person* by Stephen Manes
- *The Greedy Triangle* by Marilyn Burns
- *The Day Jimmy Boa Ate the Wash* by Trisha Hakes Noble
- *Giants Have Feelings, too* by Alvin Grenowsky
- *How to Lose All Your Friends* by Nancy Carlson

Videos:

Websites:

Other:

English Language Arts – Grade Two

Strand III: Language Conventions, Voice, and Communication

MCF Early Elementary Benchmark 6.2

Experiment with the various voices they use when they speak and write for different purposes and audiences.

Grade Level Benchmark 6.2

The students will experiment with the various voices they use when they speak and write for different purposes and audiences. Examples include talking to a friend, writing a thank you letter, reciting a poem, asking for directions, etc.

Analysis of Benchmark

Key Concepts

- Voice effects communication.
- Voice is unique to individuals.
- Oral and written communication are both affected by voice.

Evidence of Achievement

MCF – Grade Level Content Expectations

- Focus writing by identifying occasion, audience, and purpose.
- Explore and use language to communicate effectively with a variety of audiences and for different purposes; e.g., answering questions, discussions about work, playground/classroom interactions.
- Develop personal style in oral, written, and written messages; e.g., in narrative text: descriptive language, use of imagination, variation of sentence beginnings; and, in expository text: facts, effective conclusions, powerful verbs.

Classroom Assessment

- “Author Study” - See II. 12.3

Instructional Activities

- In a shared reading lesson the teacher and students read text and create alternative ways that the characters may speak. Students practice role- playing characters with different voices and discuss how different ways of speaking can convey feeling.

- Students will observe and document conversations taking place at home, school, and in their community for a variety of purposes paying attention to voice and style.
- Students begin to include voice and style in their conversations and writing.

Resources

Teacher:

Books:

- *Conversations* by Regie Routman

Videos:

Websites:

- <http://readwritethink.org>

Others: (Field trips, speakers, MI CLiMB examples)

Student:

Books:

- *Stellaluna* by Janell Cannon
- *The True Story of the Three Little Pigs* by Jon Scieszka
- *Shaq and the Beanstalk and Other Very Tall Tales* by Shaquille O'Neal

Videos:

Websites:

- <http://grimfairytale.com>

Other:

English Language Arts – Grade Two

Strand III: Language Conventions, Voice, and Communication

MCF Early Elementary Benchmark 6.3

Explore works of different authors, speakers, and illustrators to determine how they present ideas and feelings to evoke different responses.

Grade Level Benchmark 6.3

Study different authors and illustrators and discuss how ideas and feelings may be shown differently by each one.

Analysis of Benchmark

Key Concepts

- Style is characterized by how a person receives and expresses ideas through language.
- Feelings and responses are evoked by ideas presented through authors and illustrators.

Evidence of Achievement

MCF – Grade Level Content Expectations

- Identify a particular author’s purpose.
- Identify how authors’ use sensory words, dialogue, and organization to communicate their message.
- Respond to oral and written texts by extending, elaborating, and creatively representing the authors’ ideas.

Classroom Assessment

- “Author Study” - See **II. 12.3**

Instructional Activities

- The teacher will present a variety of authors and illustrators to the students who will brainstorm a list of characteristics of each author and illustrator.
- The teacher will facilitate discussions where students make inferences about characters feelings based on evidence in the text.

- Students will provide written responses that describe the feelings and emotions brought out by the illustrations or text.

Resources

Teacher:

Books:

- *An Angel for Solomon Singer* by Cynthia Rylant
- Texts by Cynthia Rylant
- Texts by Eve Bunting

Videos:

Websites:

- <http://carolhurst.com>

Others: (Field trips, speakers, MI CLiMB examples)

Student:

Books:

- *An Angel for Solomon Singer* by Cynthia Rylant
- *The Art Lesson* by Tomie dePaola
- *First Grade Jitters* by Robert Quackenbush
- *A Bad Case of Stripes* by David Shannon
- “Horrible Harry Series”
- “Frog and Toad Series” by Arnold Lobel
- “Amelia Bedlia Series” by Peggy Parish

Videos:

Websites:

- <http://nlc-bnc.ca/pagebypage/>

Other:

English Language Arts – Grade Two

Strand III: Language Conventions, Voice, and Communication

MCF Early Elementary Benchmark 6.4

Develop a sense of personal voice by explaining their selection of materials for different purposes and audiences. Examples include portfolios, displays, and literacy interviews.

Grade Level Benchmark 6.4

Build an understanding of personal voice by explaining why certain materials were chosen for different purposes and audiences. Examples include portfolios, displays, and literacy interviews.

Analysis of Benchmark

Key Concepts

- Personal voice in writing is the distinctive way in which the writer expresses ideas with respect to style, form, content, purpose, etc.
- Selection of materials can reveal one’s voice.
- Student’s selection of materials will show their individual growth.

Evidence of Achievement

MCF – Grade Level Content Expectations

- Focus writing by identifying occasion, audience, and purpose.

Classroom Assessment

- “Portfolio” - See II .12.1

Instructional Activities

- The teacher will model writing for a variety of purposes and audiences.
- Students will consider the audience and write for a specific purpose.
- Students build a portfolio including of a variety of writing genres and will begin to recognize and refine their own sense of style and personal voice during writing.

Resources

Teacher:

Books:

- *Books, Lessons, Ideas for Teaching the Six Traits: Writing in the Elementary and Middle Grades* by Vicki Spindel
- *The Art of Teaching Writing* by Lucy McCormick Calkins, Peter Cunningham (Photographer)
- *After "The End": Teaching and Learning Creative Revision* by Barry Lane
- *A Fresh Look at Writing* by Donald H. Graves
- *Writing Workshop: The Essential Guide* From the authors of *Craft Lessons* by Ralph J. Fletcher, Joann Portalupi

Videos:

Websites:

Others: (Field trips, speakers, MI CLiMB examples)

Student:

Books:

- *Once When I Was Scared* by Helena Clare Pittman

Videos:

Websites:

Other:

English Language Arts – Grade Two

Strand III: Language Conventions, Voice, and Communication

MCF Early Elementary Benchmark 8.1

Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling and restating key ideas in oral messages.

Grade Level Benchmark 8.1

Identify mechanics (spelling, capitalization, punctuation, grammar, etc.) that strengthen and provide clear understanding of spoken and written texts.

Analysis of Benchmark

Key Concepts

- Language mechanics are the written conventions and rules of our language.
- Some examples of mechanics include: grammar, usage, punctuation, spelling, capitalization, etc.
- The effective use of mechanics enhances and clarifies understanding of spoken and written material.

Evidence of Achievement

MCF – Grade Level Content Expectations

Classroom Assessment

- “Portfolio” - See I. 12.1

Instructional Activities

- Teacher and students will engage in an interactive writing activity about a relevant topic. During this time, the teacher will introduce and reinforce conventions such as capitalization, punctuation, spelling, etc.
- Students will write for a variety of purposes across the content areas. During this writing, the teacher will use authentic teachable moments to differentiate instruction regarding conventions.

- The students will practice editing their own writing.
- Students will orally present their writing to their peers.

Resources

Teacher:

Books:

- *Making Words* by Patricia Cunningham

Videos:

- *Grammar Rock*

Websites:

Others: (Field trips, speakers, MI CLiMB examples)

Student:

Books:

- *Kites Sail High: A Book About Verbs* by Ruth Heller
- *To Root, To Toot, To Parachute: What is a Verb?* by Brian P. Cleary
- *Merry-Go-Round a Book About Nouns* by Ruth Heller
- *Mink, a Fink, a Skating Rink: What's A Noun?* by Brian P. Cleary
- *Your Foot's on My Feet: And Other Tricky Nouns* by Marvin Terban

Videos:

Websites:

Other:

English Language Arts – Grade Two

Strand III: Language Conventions, Voice, and Communication

MCF Early Elementary Benchmark 8.4

Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, color, and shape.

Grade Level Benchmark 8.4

Identify how speakers and illustrators express ideas in an engaging way. The student will use these techniques when speaking, writing, and/or illustrating.

Analysis of Benchmark

Key Concepts

- Craft means using various aesthetic elements when speaking, writing, and listening.
- Appropriate word choice is important.
- The use of illustrations enriches the printed word.
- Aesthetic elements include: dialogue, characterization, conflict, organization, diction, color and shape.

Evidence of Achievement

MCF – Grade Level Content Expectations

- Respond to multiple text types by discussing, illustrating, and/or writing in order to reflect, make connections, and share understanding.
- Develop personal style in oral, written, and written messages; e.g., in narrative text: descriptive language, use of imagination, variation of sentence beginnings; and, in expository text: facts, effective conclusions, powerful verbs.
- Identify how authors' use sensory words, dialogue, and organization to communicate their message. Respond to oral and written texts by extending, elaborating, and creatively representing the authors' ideas.

Classroom Assessment

- “Scrapbook” - See I. 5.3

Instructional Activities

- During read alouds, the teacher will model thinking aloud to draw attention to colorful language, word choice, and artistic language.
- During independent and guided reading, students will recognize and share artistic language.
- Students will take a central idea and compose a piece of writing that enhances the meaning and understanding of the idea by choosing colorful language that creates strong imagery.

Resources

Teacher:

Books:

Videos:

Websites:

- <http://educationworld.com>

Others: (Field trips, speakers, MI CLiMB examples)

Student:

Books:

- *Grandpa's Face* by Eloise Greenfield
- *Birthday Presents* by Cynthia Rylant
- *Twilight Comes Twice* by Kate Kiesler
- *Night in the Country* by Cynthia Rylant
- *Working Cotton* by Sherley Anne Williams

Videos:

Websites:

Other:

English Language Arts – Grade Two

Strand III: Language Conventions, Voice, and Communication

MCF Early Elementary Benchmark 8.5

Explore how the characteristics of various oral, visual, and written texts (e.g., videos, CD-ROM stories, books on tape, and trade books) and textual aids they employ (e.g., illustrations, tables of contents, and heading/titles) are used to convey meaning.

Grade Level Benchmark 8.5

Explore the features of different types of spoken, visual, and written texts (including videotapes, CD's, book on tape, etc.). Explore how textual aids support the meaning of the text (illustrations, table of contents, captions, headings, glossaries, etc.).

Analysis of Benchmark

Key Concepts

- Various oral, visual, and written texts have specific characteristics such as vocabulary, organization, purpose, etc.
- Various oral, visual, and written texts have textual aids such as prefaces, appendices, stage directions, prologues, etc.
- Textual aids exist to aid the reader's comprehension of the material (illustrations, table of contents, captions, headings, glossaries, etc.).

Evidence of Achievement

MCF – Grade Level Content Expectations

- Apply knowledge of text features to locate information and construct meaning; e.g., sections, headings.

Classroom Assessment

- “Scrapbook” - See I. 5.3

Instructional Activities

- During science or social studies, the teacher will use text to model the use of textual aids and demonstrate how they enhance comprehension.

- The teacher and students will explore textual features of a variety of media (such as credits for videotapes, credits for CD's, books on tape, etc.).
- Students will use textual aids across the curriculum to aid in their learning.

Resources

Teacher:

Books:

- *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom* by Gay Su Su Pinnell, Irene C. Fountas, Mary E. Giacobbe

Videos:

Websites:

Others: (Field trips, speakers, MI CLiMB examples)

Student:

Books:

- *Miss Alaineus: A Vocabulary Disaster* by Debra Frasier
- *Wolf!* by Becky Bloom
- *Word Wizard* by Cathryn Falwell
- *There's an Ant in Anthony* by Bernard Most
- Informational Text
- Magazines
- Books on Tape
- Newspapers

Videos:

Websites:

Other: