

TCS D Second Grade Pacing Guide
 Drafted Summer, 2008

Unit 8/26 to 9/26	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Introduction to Readerly and Writerly Life</p>	<p>2.R.1.1 Students can decode to read and recognize words.</p> <p>2.R.2.1 Students can apply <u>strategies</u> to read and comprehend text.</p> <p>2.R.2.2 Students can read aloud <u>fluently</u> to comprehend text.</p> <p>2.R.3.1 Students can recognize different <u>genres</u> of <u>literature</u>.</p> <p>2.W.1.1 Students can write three related sentences.</p> <p>2.W.2.2 Students can capitalize <u>proper names</u>, days of the week and months of the year when writing.</p> <p>2.W.2.3 Students can spell <u>high-frequency</u> as well as words with <u>phonetic elements</u>. 2.W.</p> <p>2.W.2.4 Students can form letters accurately, and space words and sentences correctly.</p> <p>2.LVS.1.1 Students can repeat and follow simple four-step <u>oral directions</u>.</p> <p>2.LVS.1.2 Students can follow <u>rules of conversation</u> and respond appropriately.</p> <p>2.LVS.1.4 Students can deliver information on topics using <u>facts</u> and details.</p> <p>2.LVS.1.5 Students can express ideas using <u>content area vocabulary</u>.</p> <p>2.LVS.1.6 Students can ask and respond to questions related to the topic.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to routines and expectations of the classroom teacher with regards to Literacy Block. • Relate text to personal experience (background knowledge), other texts and world events (SCHEMA) (C) (2.R.2.1) • Infer the meaning of unfamiliar words and phrases (INFERENCE) (C) (2.R.2.1) • Use text and picture clues to support predictions and draw conclusions (INFERENCE) (C) (2.R.2.1) • Respond to text by asking and answering questions. (C) (QUESTIONING) (2.R.2.1) • Be exposed through teacher modeling to reading strategies (MONITORING FOR UNDERSTANDING) (C) (2.R.2.1) • Compare, discuss, and name a variety of genres and/or authors (C) (2.R.3.1) • Read text with varied reading rate and phrasing in the context of shared, guided and independent reading (C) (2.R.2.2) • Be introduced to author purpose and intent (I) (2.R.2.1) • Identify favorite authors/titles (C) (2.R.2.1) <p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of writing using; proper letter formation, internal punctuation, endmarks, proper capitalization and conventional & phonetic spelling. (C) (2.W.2.1, 2.W.2.2) • Have opportunities to write in response to text (retell, summarize, etc.) (2.W.1.1) • Compose text using correct letter formation, capital letters, appropriate spacing, and endmarks (C) (2.W.2.4) • Revise writing by extension when prompted to do so. (C) (2.W.1.1) • Participate in shared/interactive writing by writing words, phrases, capitalization and punctuation (C) (2.W.2.1) • Use appropriate letter formation in guided writing (C) (2.W.2.4) • Have opportunities to apply selected modeled conventions in independent, self-selected writing. (I) (2.W.2.1, 2.W.2.2) • Have opportunities to reflect in writing on their strengths and weaknesses as writers (I) (2.W.1.1)

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	Listening, Viewing and Speaking (To be addressed in context across the day):
	<p>Students Will:</p> <ul style="list-style-type: none"> Express ideas using increasingly complex sentences with correct grammar and detail (C) (2.LVS.1.4, 2.LVS.1.5) Retell narrative and non-narrative text in sequence using detail and/or identify important ideas and facts from nonfiction reading (C) (2.LVS.1.4) Follow three step oral directions (C) (2.LVS.1.1) Follow rules of conversation and respond appropriately (I) (2.LVS.1.2) Ask and answer questions pertaining to the topic (I) (2.LVS.1.6)
	Word Study:
	<p>Students Will:</p> <ul style="list-style-type: none"> <i>Manipulate onset (consonant, consonant blend) and rime using chunks from First Grade TCS D Common Chunk List (ack, ake, all, ame, ap, ash, ate, ell, est, ick, ill, ing, ink, ip, ump) (M) (2.R.1.1)</i> Review the first 100 words of the Frye Instant Word List (C) (2.R.2.2) Spell correctly any words from the K-1 TCS D No Excuse Words in context and second grade words as introduced. (C) (2.W.2.3) Distinguish beginning, middle, ending sounds (C) (2.R.1.1) Review long and short vowel sounds (C) (2.R.1.1) Identify the number of syllables in multi-syllable words (I) (2.R.1.1) Identify regular inflectional endings (-s, -es, -ed) (C) (2.R.1.1) Identify compound words (C) (2.R.1.1) Be introduced to common abbreviations (I) (months, days of the week) (2.R.1.1)

Resources	Assessments
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<p>District Required Resource</p> <ul style="list-style-type: none"> Individual school libraries/book walls <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) <u>Handwriting Without Tears</u> (Olsen) <u>Notebook Know-How: Strategies for the Writer's Notebook</u> (Buckner) TC Literacy Website TC Literacy Plan Hands-on manipulatives for word study (magnetic letters, letter tiles) Big-books relevant to focus teaching points <p>Additional Resources</p> <ul style="list-style-type: none"> <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) <u>Phonics They Use</u> (Cunningham) <u>Phonics Lessons</u> (Fontas & Pinnell) <u>Month by Month Phonics</u> (Cunningham & Hall) <u>The Morning Meeting Book</u> (Kriete & Bechtel) <u>The Daily Five: Fostering Literacy Independence in Elementary Grades</u> (Boushey & Moser) 	<ul style="list-style-type: none"> TCS D Personal Impromptu Writing (Reflection on self-selected journal entry) Sample accompanied by Scored Rubric AREA Dictation Task Words In Ten Teacher generated checklists for mastered skills Running Records Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> Student Writing Notebook/ Portfolio Drawings Anecdotal Records Book Response/Reading Logs
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Unit 9/29 to 11/7	Standards	Focus
Exploring Story Elements	<p>2.R.1.1 Students can decode to read and recognize words.</p> <p>2.R.1.2 Students can read simple contractions and identify the two words that are combined in text.</p> <p>2.R.2.1 Students can apply <u>strategies</u> to read and comprehend text.</p> <p>2.R.2.2 Students can read aloud <u>fluently</u> to comprehend text.</p> <p>2.R.3.1 Students can recognize different <u>genres</u> of <u>literature</u>.</p> <p>2.R.3.2 Students can identify the <u>literary elements</u> of character, setting, plot, and theme in <u>literature</u>:</p> <p>2.W.1.1 Students can write three related sentences.</p> <p>2.W.1.3 Students can write questions and statements.</p> <p>2.W.2.1 Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter.</p> <p>2.W.2.2 Students can capitalize <u>proper names</u>, days of the week and months of the year when writing.</p> <p>2.W.2.3 Students can spell <u>high-frequency</u> as well as words with <u>phonetic elements</u>.</p> <p>2.W.2.4 Students can form letters accurately, and space words and sentences correctly.</p>	<p style="background-color: #cccccc;">Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Relate text to personal experience (background knowledge), other texts and world events (SCHEMA) (C) (2.R.2.1) • Infer the meaning of unfamiliar words and phrases (INFERENCE) (C) (2.R.2.1) • Use text and picture clues to support predictions and draw conclusions (INFERENCE) (C) (2.R.2.1) • Respond to text by asking and answering questions. (C) (QUESTIONING) (2.R.2.1) • Be exposed through teacher modeling to reading strategies (MONITORING FOR UNDERSTANDING) (C) (2.R.2.1) • Discuss author purpose and intent (C) (2.R.2.1) • Compare, discuss, and name a variety of story genres (C) (2.R.3.1) • Read text with varied reading rate and phrasing in the context of shared, guided and independent reading (C) (2.R.2.2) • Identify and describe characters in terms of physical appearance and character traits (I) (2.R.3.2) • Discuss setting in terms of location and time (season, time of day, era, etc.) (I) (2.R.3.2) • Identify plot and theme as well as explore the differences (I) (2.R.3.2) • Identify favorite authors, series and books (I) (2.R.3.1) • Identify favorite authors/titles (C) (2.R.2.1)
	<p>2.LVS.1.1 Students can repeat and follow simple four-step <u>oral directions</u>.</p> <p>2.LVS.1.2 Students can follow <u>rules of conversation</u> and respond appropriately.</p> <p>2.LVS.1.4 Students can deliver information on topics using <u>facts</u> and details.</p> <p>2.LVS.1.5 Students can express ideas using <u>content area vocabulary</u>.</p> <p>2.LVS.1.6 Students can ask and respond to questions related to the topic.</p>	<p style="background-color: #cccccc;">Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of writing using; a variety of sentence types, internal punctuation, endmarks, proper capitalization and conventional & phonetic spelling. (C) (2.W.2.1, 2.W.2.2., 2.W.1.2) • Have opportunities to write in response to text (retell, summarize, etc.) (C) (2.W.1.1) • Compose personal stories and self-selected texts using correct letter formation, capital letters, appropriate spacing, and endmarks (C) (2.W.2.4) • Participate in shared/interactive writing by writing words, phrases, capitalization and punctuation (C) (2.W.2.1) • Use appropriate letter formation in guided writing (C) (2.W.2.4) • Have opportunities to apply modeled selected conventions in independent, self-selected writing. (I) (2.W.2.1, 2.W.2.2) • Be introduced to the terms <u>noun</u> and <u>proper noun</u> (I) (2.W.2.2) • Be exposed to a variety of revision strategies (extension of piece, adding details, deleting unnecessary information, reorganization) (I) (2.W.1.1)

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Listening, Viewing and Speaking (To be addressed in context across the day):

- Students Will:**
- Express ideas using increasingly complex sentences with correct grammar and detail (C) (2.LVS.1.4, 2.LVS.1.5)
 - Ask and answer questions pertaining to the topic (C) (2.LVS.1.6)
 - Retell narrative and non-narrative text in sequence using detail and/or identify important ideas and facts from nonfiction reading (C) (2.LVS.1.4)
 - Follow and repeat three step oral directions (C) (2.LVS.1.1)
 - Follow rules of conversation and respond appropriately (C) (2.LVS.1.2)
 - Utilize story maps to organize story information (I) (2.LVS.1.3)

Word Study:

- Students Will:**
- Distinguish beginning, middle, ending sounds (M) (2.R.1.1)*
 - Identify the number of syllables in multi-syllable words (M) (2.R.1.1)*
 - Identify compound words (M) (2.R.1.1)*
 - Be gradually introduced to the second 100 words of the Frye Instant Word List with expectation of 80% mastery by end-of-year (C) (2.R.2.2)
 - Spell correctly any words from the K-1 TCS D No Excuse Words in context and second grade words as introduced. (C) (2.W.2.3)
 - Review long and short vowel sounds (C) (2.R.1.1)
 - Identify regular inflectional endings (-s, -es, -ed, -ing) (C) (2.R.1.1)
 - Use common abbreviations (C) (months, days of the week) (2.R.1.1)
 - Be introduced to digraphs (ch, sh, th, wh) (I) (2.R.1.1)
 - Be introduced to diphthongs (oi, oy, au, aw, ow, ou) (I) (2.R.1.1)
 - Be introduced to simple contractions (am, had, have, is, not, will, would) (I) (2.R.1.2)
 - Manipulate onset (consonant, consonant blend) and rime with selected chunks from the TCS D Second Grade Chunk List (ain, ale, ank, aw, ay, eat, ice, ide, ight, ine, ock, oak, ore, uck, unk) with an expectation of end-of-year mastery (I) (2.R.1.1)

Resources

Assessments

- District Required Resource
- Individual school libraries/book walls
 - The Reading Teacher's Book of Lists: Fifth Edition (E. Fry)
 - Handwriting Without Tears (Olsen)
 - Notebook Know-How: Strategies for the Writer's Notebook (Buckner)
 - TC Literacy Website
 - TC Literacy Plan
 - Hands-on manipulatives for word study (magnetic letters, letter tiles)
 - Big-books relevant to focus teaching points
 - Recommended titles for personal story genre study (see TC Literacy Website)
- Additional Resources
- Mosaic of Thought: Second Edition (Keene & Zimmerman)
 - Strategies That Work: Second Edition (Harvey & Goudvis)
 - Phonics They Use (Cunningham)
 - Phonics Lessons (Fontas & Pinnell)
 - Month by Month Phonics (Cunningham & Hall)
 - The Morning Meeting Book (Kriete & Bechtel)
 - Craft Lessons, 2nd Edition (Fletcher & Portalupi, ISBN: 978-1571107060)
 - The Daily Five: Fostering Literacy Independence in Elementary Grades (Boushey & Moser)

- Teacher generated checklists for mastered skills
- DRA2
- TCS D Story Writing (Personal Story) Sample accompanied by Scored Rubric
- TCS D No Excuse Checklist (see TC Literacy Website)
- TCS D Chunk Checklist (see TC Literacy Website)
- Running Records
- Artifacts that may include but are not limited to the following:
 - Student Writing Notebook/ Portfolio
 - Drawings
 - Anecdotal Records
 - Book Response/Reading Logs

Poetry & Performance

Unit 11/10 to 12/19	Standards	Focus
	<p>2.R.1.1 Students can decode to read and recognize words. 2.R.1.2 Students can read simple contractions and identify the two words which are combined in text. 2.R.2.1 Students can apply <u>strategies</u> to read and comprehend text. 2.R.2.2 Students can read aloud <u>fluently</u> to comprehend text. 2.R.3.2 Students can identify the <u>literary elements</u> of character, setting, plot, and theme in <u>literature</u>: 2.R.3.3 Students can identify <u>rhyme</u>, <u>rhythm</u>, <u>alliteration</u>, and a simple <u>pattern</u> in poetry.</p> <p>2.W.1.1 Students can write three related sentences. 2.W.2.1 Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter. 2.W.2.2 Students can capitalize <u>proper names</u>, days of the week and months of the year when writing. 2.W.2.4 Students can form letters accurately, and space words and sentences correctly.</p> <p>2.LVS.1.1 Students can repeat and follow simple four-step <u>oral directions</u>. 2.LVS.1.2 Students can follow <u>rules of conversation</u> and respond appropriately. 2.LVS.1.4 Students can deliver information on topics using <u>facts</u> and details. 2.LVS.1.5 Students can express ideas using <u>content area vocabulary</u>. 2.LVS.1.6 Students can ask and respond to questions related to the topic.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify ABAB patterns in poetry (M) (2.R.3.3) • Relate text to personal experience (background knowledge), other texts and world events (SCHEMA) (C) (2.R.2.1) • Infer the meaning of unfamiliar words and phrases (INFERENCE) (C) (2.R.2.1) • Use text and picture clues to support predictions and draw conclusions (INFERENCE) (C) (2.R.2.1) • Respond to text by asking and answering questions. (C) (QUESTIONING) (2.R.2.1) • Be exposed through teacher modeling of reading strategies (MONITORING FOR UNDERSTANDING) (C) (2.R.2.1) • Read text with varied reading rate and phrasing in the context of shared, guided and independent reading (C) (2.R.2.2) • Discuss author purpose and intent (C) (2.R.2.1) • Be re-exposed to the terms line, stanza, rhyme, free verse (C) (2.R.3.3) • Compare, discuss, and name a variety of poems from varying authors and forms (I) (2.R.3.1) • Identify rhyme, rhythm, and alliteration in poetry and other texts (I) (2.R.3.3) • Explore the connections between word choice, SENSORY IMAGERY, and comprehension (I) (2.R.2.1) • Identify themes and ideas in poetry (I) (2.R.3.2) • Read poetry with expression including phrasing (I) (2.R.2.2) • Identify favorite poems and/or poets (C) (2.R.2.1) <p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of writing using; internal punctuation, endmarks, proper capitalization and conventional & phonetic spelling. (C) (2.W.2.1, 2.W.2.2) • Be introduced to the terms <u>noun</u> and <u>proper noun</u> (C) (2.W.2.2) • Have opportunities to write in response to text (retell, summarize, etc.) (C) (2.W.1.1) • Compose poetry and/or self-selected texts using correct letter formation, capital letters, appropriate spacing, and endmarks (C) (2.W.2.4) • Be exposed to a variety of revision strategies (extension of piece, adding details, deleting unnecessary information, reorganization) (C) (2.W.1.1) • Use appropriate letter formation in guided and independent writing (C) (2.W.2.4) • Participate in shared/interactive writing by writing words, phrases, capitalization and punctuation (C) (2.W.2.1) • Apply modeled selected conventions in independent, self-selected writing. (I) (2.W.2.1, 2.W.2.2)

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	Listening, Viewing and Speaking (To be addressed in context across the day):
	<p>Students Will:</p> <ul style="list-style-type: none"> • <i>Follow and repeat three step oral directions (M) (2.LVS.1.1)</i> • Express ideas using increasingly complex sentences with correct grammar and detail (C) (2.LVS.1.4, 2.LVS.1.5) • Ask and answer questions pertaining to the topic (C) (2.LVS.1.6) • Follow rules of conversation and respond appropriately (C) (2.LVS.1.2) • Have opportunities to recite and/or perform using good delivery (I) (2.LVS.1.4)
	Word Study:
	<p>Students Will:</p> <ul style="list-style-type: none"> • Identify and sort words containing digraphs (ch, sh, th, wh) (M) (2.R.1.1) • Use common abbreviations (months (C), days of the week [M]) (2.R.1.1) • Be gradually introduced to the second 100 words of the Frye Instant Word List with expectation of 80% mastery by end-of-year (C) (2.R.2.2) • Spell correctly any words from the K-1 TCS D No Excuse Words in context and second grade words as introduced. (C) (2.W.2.3) • Review long and short vowel sounds (C) (2.R.1.1) • Identify regular inflectional endings (-s, -es, -ed, -ing) (C) (2.R.1.1) • Identify and sort words containing diphthongs (oi, oy, au, aw, ow, ou) (C) (2.R.1.1) • Identify simple contractions and the words they represent (am, had, have, is, not, will, would) (C) (2.R.1.2) • Manipulate onset (consonant, consonat blend, introduced digraphs) and rime with selected chunks from the TCS D Second Grade Chunk List (ain, ale, ank, aw, ay, eat, ice, ide, ight, ine, ock, oak, ore, uck, unk) with an expectation of end-of-year mastery (C) (2.R.1.1)

Resources	Assessments
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- District Required Resource
- Individual school libraries/book walls
 - The Reading Teacher's Book of Lists: Fifth Edition (E. Fry)
 - Handwriting Without Tears (Olsen)
 - Notebook Know-How: Strategies for the Writer's Notebook (Buckner)
 - TC Literacy Website
 - TC Literacy Plan
 - Hands-on manipulatives for word study (magnetic letters, letter tiles)
 - Big-books relevant to focus teaching points
 - Recommended titles for poetry genre study (see TC Literacy Website)
 - Poetry Tub
- Additional Resources
- Mosaic of Thought: Second Edition (Keene & Zimmerman)
 - Strategies That Work: Second Edition (Harvey & Goudvis)
 - Phonics They Use (Cunningham)
 - Phonics Lessons (Fontas & Pinnell)
 - Month by Month Phonics (Cunningham & Hall)
 - The Morning Meeting Book (Kriete & Bechtel)
 - The Daily Five: Fostering Literacy Independence in Elementary Grades (Boushey & Moser)

- Teacher generated checklists for mastered skills
- Running Records
- Artifacts that may include but are not limited to the following:
 - Student Writing Notebook/ Portfolio
 - Drawings
 - Anecdotal Records
 - Book Response/Reading Logs

Unit 1/5 to 2/13	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em;">Reading and Writing to Communicate and Inform</p>	<p>2.R.1.1 Students can decode to read and recognize words. 2.R.2.1 Students can apply strategies to read and comprehend text. 2.R.2.2 Students can read aloud fluently to comprehend text. 2.R.3.1 Students can recognize different genres of literature. 2.R.5.1 Students can identify and utilize text features to comprehend informational texts. 2.R.5.2 Students can apply alphabetical order to the second letter when using dictionaries and encyclopedias.</p> <p>2.W.1.1 Students can write three related sentences. 2.W.1.2 Students can write a friendly letter. 2.W.1.3 Students can write questions and statements. 2.W.2.1 Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter. 2.W.2.2 Students can capitalize proper names, days of the week and months of the year when writing. 2.W.2.3 Students can spell high-frequency as well as words with phonetic elements. 2.W.2.4 Students can form letters accurately, and space words and sentences correctly.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Identify, describe and use at least three text features (bold/italics, headings, captions, maps and graphics) (M) (2.R.5.1)</i> • <i>Locate, use and describe five parts of a book (title page, index, table of contents, body of book, and glossary) (M) (2.R.5.1)</i> • <i>Apply alphabetical order to the second letter in the use of a variety of reference texts (dictionary, encyclopedia, thesaurus, functional text, etc.) (M) (2.R.5.2)</i> • <i>Relate text to personal experience (background knowledge), other texts and world events (SCHEMA) (C) (2.R.2.1)</i> • <i>Infer the meaning of unfamiliar words and phrases (INFERENCE) (C) (2.R.2.1)</i> • <i>Use text and picture clues to support predictions and draw conclusions (INFERENCE) (C) (2.R.2.1)</i> • <i>Respond to text by asking and answering questions. (C) (QUESTIONING) (2.R.2.1)</i> • <i>Be exposed through teacher modeling of reading strategies (MONITORING FOR UNDERSTANDING) (C) (2.R.2.1)</i> • <i>Compare, discuss, and name a variety of nonfiction genres, including but not limited to letters and procedural texts (C) (2.R.3.1)</i> • <i>Discuss author purpose and intent in nonfiction writing with an emphasis on letter writing and procedural texts (main idea) (C) (2.R.2.1)</i> • <i>Retell and summarize in writing nonfiction text using detail and identifying important ideas (C) (2.R.2.1)</i> • <i>Read text with varied reading rate and phrasing in the context of shared, guided and independent reading (C) (2.R.2.2)</i> • <i>Read nonfiction texts with expression including phrasing (I) (2.R.2.2)</i> • <i>Restate details and facts (I) (2.R.2.1)</i> • <i>Demonstrate understanding of the role of sequencing in reading procedural texts (I) (2.R.5.1)</i> • <i>Identify fact and opinion (I) (2.R.5.1)</i> • <i>Identify favorite authors/titles (C) (2.R.2.1)</i>
	<p>2.LVS.1.1 Students can repeat and follow simple four-step oral directions. 2.LVS.1.2 Students can follow rules of conversation and respond appropriately. 2.LVS.1.3 Students can utilize graphic organizers to organize information gained through listening or viewing. 2.LVS.1.4 Students can deliver information on topics using facts and details. 2.LVS.1.5 Students can express ideas using content area vocabulary. 2.LVS.1.6 Students can ask and respond to questions related to the topic.</p>	<p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Be exposed to teacher modeling of nonfiction writing (with an emphasis on letter writing and procedural text) using; a variety of sentence types, internal punctuation, endmarks, proper capitalization and conventional & phonetic spelling. (C) (2.W.2.1, 2.W.2.2, 2.W.1.3)</i> • <i>Apply modeled selected conventions in the writing of letters, procedural and independent, self-selected writing. (C) (2.W.2.1, 2.W.2.2)</i> • <i>Determine the need to capitalize proper nouns when editing and revising (C) (2.W.2.2)</i> • <i>Have opportunities to write in response to text (identify important facts, summarize, main idea, etc.) (C) (2.W.1.1)</i> • <i>Compose friendly letters, procedural texts and self-selected nonfiction texts using a variety of sentence types, correct letter formation, capital letters, appropriate spacing, and punctuation (C) (2.W.2.4, 2.W.1.2, 2.W.2.1)</i> • <i>Be exposed to a variety of revision strategies (extension of piece, adding details, deleting unnecessary information, reorganization) (C) (2.W.1.1)</i> • <i>Use appropriate letter formation in guided and independent writing (C) (2.W.2.4)</i> • <i>Participate in shared/interactive writing by writing words, phrases, capitalization and punctuation (C) (2.W.2.1)</i> • <i>Incorporate appropriate visual features (a letter follows letter form) (I) (2.W.1.2)</i>

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<p>Resources</p>	<p>District Required Resource</p> <ul style="list-style-type: none"> • Individual school libraries/book walls • <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) • <u>Handwriting Without Tears</u> (Olsen) • <u>Notebook Know-How: Strategies for the Writer's Notebook</u> (Buckner) • TC Literacy Website • TC Literacy Plan • Hands-on manipulatives for word study (magnetic letters, letter tiles) • Big-books relevant to focus teaching points • Recommended titles for personal story genre study (see TC Literacy Website) • Procedural Text Tub • Unitedstreaming.com websight 	<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Express ideas using increasingly complex sentences with correct grammar and detail (C) (2.LVS.1.4, 2.LVS.1.5) • Ask and answer questions pertaining to the topic (C) (2.LVS.1.6) • Follow rules of conversation and respond appropriately (C) (2.LVS.1.2) • Utilize graphic organizers to organize information (C) (2.LVS.1.3) • Follow and repeat four step oral directions (I) (2.LVS.1.1) • Express ideas using content area vocabulary (I) (2.LVS.1.5) <p>Word Study:</p> <p>Students Will:</p> <ul style="list-style-type: none"> • <i>Sort words according to vowel sounds (long and short) (M) (2.R.1.1)</i> • <i>Identify regular inflectional endings (-s, -es, -ed, -ing) (M) (2.R.1.1)</i> • Be gradually introduced to the second 100 words of the Frye Instant Word List with expectation of 80% mastery by end-of-year (C) (2.R.2.2) • Spell correctly any words from the K-1 TCS D No Excuse Words in context and second grade words as introduced. (C) (2.W.2.3) • Use common abbreviations (months) (C) (2.R.1.1) • Identify and sort diphthongs (oi, oy, au, aw, ow, ou) (C) (2.R.1.1) • Manipulate onset (consonant, consonant blend, digraphs, and blends) rime with selected chunks and 2-letter blends from the TCS D Second Grade Chunk List (ain, ale, ank, aw, ay, eat, ice, ide, ight, ine, ock, oak, ore, uck, unk) with an expectation of end-of-year mastery (C) (2.R.1.1) Identify simple contractions and the words they represent (am, had, have, is, not, will, would) (C) (2.R.1.2) • Be introduced to R-controlled vowel patterns (ar, er, ir, or, ur) (I) (2.R. 2.3) • Be introduced to 3-letter blends (shr, spl, squ, spr, str, thr, scr, sch) (I) (2.R.1.1)
<p>Resources(cont.)</p>	<p>Additional Resources</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) • <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) • <u>Phonics They Use</u> (Cunningham) • <u>Phonics Lessons</u> (Fontas & Pinnell) • <u>Month by Month Phonics</u> (Cunningham & Hall) • <u>The Morning Meeting Book</u> (Kriete & Bechtel) • <u>The Daily Five: Fostering Literacy Independence in Elementary Grades</u> (Boushey & Moser) • <u>Reality Checks: Teaching Reading Comprehension with Nonfiction</u> • <u>Nonfiction Craft Lessons: Teaching Informational Writing K-8</u> (Portalupi, Fletcher, ISBN: 978-1571103291) <p><u>Is That A Fact? Teaching Nonfiction Writing K-3</u> (Stead, ISBN: 151103317) Chapter Six: Instructional Writing, pages 87 through 107.</p>	<p>Assessments</p> <ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • DRA2 • TCS D Writing to Communicate and Inform (Procedural Text) Sample accompanied by Scored Rubric • Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> Student Writing Notebook/ Portfolio Drawings Anecdotal Records Book Response/Reading Logs • TCS D No Excuse Checklist (see TC Literacy Website) • TCS D Chunk Checklist (see TC Literacy Website) • Running Records

Unit 2/16 to 3/31	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">*Students may study more than one author</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Author & Craft Study*</p>	<p>2.R.1.1 Students can decode to read and recognize words.</p> <p>2.R.1.2 Students can read simple contractions and identify the two words which are combined in text.</p> <p>2.R.2.1 Students can apply strategies to read and comprehend text.</p> <p>2.R.2.2 Students can read aloud <u>fluently</u> to comprehend text.</p> <p>2.R.3.1 Students can recognize different <u>genres</u> of <u>literature</u>.</p> <p>2.W.1.1 Students can write three related sentences.</p> <p>2.W.1.3 Students can write questions and statements.</p> <p>2.W.2.2 Students can capitalize <u>proper names</u>, days of the week and months of the year when writing.</p> <p>2.W.2.3 Students can spell <u>high-frequency</u> as well as words with <u>phonetic elements</u>.</p> <p>2.W.2.4 Students can form letters accurately, and space words and sentences correctly.</p> <p>2.LVS.1.1 Students can repeat and follow simple four-step <u>oral directions</u>.</p> <p>2.LVS.1.2 Students can follow <u>rules of conversation</u> and respond appropriately.</p> <p>2.LVS.1.4 Students can deliver information on topics using <u>facts</u> and details.</p> <p>2.LVS.1.5 Students can express ideas using <u>content area vocabulary</u>.</p> <p>2.LVS.1.6 Students can ask and respond to questions related to the topic.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Identify and discuss favorite authors, series and books (M) (2.R.3.1)</i> • Relate text to personal experience (background knowledge), other texts and world events (SCHEMA) (C) (2.R.2.1) • Infer the meaning of unfamiliar words and phrases (INFERENCE) (C) (2.R.2.1) • Use text and picture clues to support predictions and draw conclusions (INFERENCE) (C) (2.R.2.1) • Respond to text by asking and answering questions. (C) (QUESTIONING) (2.R.2.1) • Be exposed through teacher modeling to reading strategies (MONITORING FOR UNDERSTANDING) (C) (2.R.2.1) • Discuss author purpose and intent (main idea) (C) (2.R.2.1) • Respond to reading using detail and identifying important ideas (C) (2.R.2.1) • Read text with varied reading rate and phrasing in the context of shared, guided and independent reading for the purpose of comprehending (C) (2.R.2.2) • Read text with varied reading rate and phrasing in the context of shared, guided and independent reading (C) (2.R.2.2) • Apply prior knowledge related to author style & writing technique to new text by the same author (I) (2.R.2.1) • Examine the work of author(s) in terms of cross-genre writing (for example, an author who has written both poetry and memoir) (I) (2.R.3.2) • Identify the use of alliteration and other crafts in text by the same author and by different authors (2.R.3.3) • Identify favorite authors/titles (C) (2.R.2.1) <p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of writing using; a variety of sentence types, internal punctuation, endmarks, proper capitalization and conventional & phonetic spelling. (C) (2.W.2.1, 2.W.2.2) • Apply modeled selected conventions in independent, self-selected writing. (C) (2.W.2.1, 2.W.2.2) • Determine the need to capitalize <u>proper nouns</u> when editing and revising (C) (2.W.2.2) • Write in response to text (C) (2.W.1.1) • Compose a variety of self-selected texts using a variety of sentence types, correct letter formation, capital letters, appropriate spacing, and punctuation (C) (2.W.2.4, 2.W.1.2, 2.W.2.1) • Use appropriate letter formation in guided and independent writing (C) (2.W.2.4) • Participate in shared/interactive writing by writing words, phrases, capitalization and punctuation (C) (2.W.2.1) • Experiment with craft in self-selected writing (I) (2.W.1.1)

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	<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p> <p>Students Will:</p> <ul style="list-style-type: none"> Express ideas using increasingly complex sentences with correct grammar and detail (C) (2.LVS.1.4, 2.LVS.1.5) Ask and answer questions pertaining to the topic (C) (2.LVS.1.6) Follow rules of conversation and respond appropriately (C) (2.LVS.1.2) Follow and repeat four step oral directions (I) (2.LVS.1.1) Express ideas using content area vocabulary (I) (2.LVS.1.5) <p>Word Study:</p> <p>Students Will:</p> <ul style="list-style-type: none"> Be gradually introduced to the second 100 words of the Frye Instant Word List with expectation of 80% mastery by end-of-year (C) (2.R.2.2) Spell correctly any words from the K-1 TCS D No Excuse Words in context and second grade words as introduced. (C) (2.W.2.3) Use common abbreviations (months) (C) (2.R.1.1) Identify and sort diphthongs (oi, oy, au, aw, ow, ou) (C) (2.R.1.1) Identify simple contractions and the words they represent (am, had, have, is, not, will, would) (C) (2.R.1.2) Manipulate onset (consonant, consonant blend, digraphs, and blends) rime with selected chunks and 2-letter blends from the TCS D Second Grade Chunk List (ain, ale, ank, aw, ay, eat, ice, ide, ight, ine, ock, oak, ore, uck, unk) with an expectation of end-of-year mastery (C) (2.R.1.10) Be introduced to R-controlled vowel patterns (ar, er, ir, or, ur) (I) (2.R. 2.3) Be introduced to 3-letter blends (shr, spl, squ, spr, str, thr, scr, sch) (I) (2.R.1.1) Identify singular possessives (I) (2.R.1.1)
<p>Resources</p>	<p>Assessments</p>
<p>District Required Resource</p> <ul style="list-style-type: none"> Individual school libraries/book walls <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) <u>Handwriting Without Tears</u> (Olsen) <u>Notebook Know-How: Strategies for the Writer's Notebook</u> (Buckner) TC Literacy Website TC Literacy Plan Hands-on manipulatives for word study (magnetic letters, letter tiles) Big-books relevant to focus teaching points Author set(s) to support teacher selected author study (see TC Literacy Website for grade level recommendations) <p>Additional Resources</p> <ul style="list-style-type: none"> <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) <u>Phonics They Use</u> (Cunningham) <u>Phonics Lessons</u> (Fontas & Pinnell) <u>Month by Month Phonics</u> (Cunningham & Hall) <u>The Morning Meeting Book</u> (Kriete & Bechtel) <u>The Daily Five: Fostering Literacy Independence in Elementary Grades</u> (Boushey & Moser) 	<ul style="list-style-type: none"> Teacher generated checklists for mastered skills Running Records Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> Student Writing Notebook/ Portfolio Drawings Anecdotal Records Book Response/Reading Logs

Unit 4/1 to 5/2	Standards	Focus
Time Periods & Culture (Reading) and	<p> 2.R.1.1 Students can decode to read and recognize words. 2.R.1.2 Students can read simple contractions and identify the two words which are combined in text. 2.R.2.1 Students can apply strategies to read and comprehend text. 2.R.2.2 Students can read aloud fluently to comprehend text. 2.R.3.2 Students can identify the literary elements of character, setting, plot, and theme in literature: 2.R.4.1 Students can compare and contrast different versions of literature from different cultures. 2.R.4.2 Students can compare and contrast different stories from <u>various time periods</u>. </p> <p> 2.W.1.1 Students can write three related sentences. 2.W.1.3 Students can write questions and statements. 2.W.2.1 Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter. 2.W.2.2 Students can capitalize <u>proper names</u>, days of the week and months of the year when writing. 2.W.2.3 Students can spell <u>high-frequency</u> as well as words with <u>phonetic elements</u>. 2.W.2.4 Students can form letters accurately, and space words and sentences correctly. </p> <p> 2.LVS.1.1 Students can repeat and follow simple four-step <u>oral directions</u>. 2.LVS.1.2 Students can follow <u>rules of conversation</u> and respond appropriately. 2.LVS.1.4 Students can deliver information on topics using <u>facts</u> and details. 2.LVS.1.5 Students can express ideas using <u>content area vocabulary</u>. 2.LVS.1.6 Students can ask and respond to questions related to the topic. </p>	Reading:
		<p>Students will:</p> <ul style="list-style-type: none"> • Differentiate between fantasy and reality (M) (2.R.3.1) <ul style="list-style-type: none"> • Relate text to personal experience (background knowledge), other texts and world events (SCHEMA) (C) (2.R.2.1) • Infer the meaning of unfamiliar words and phrases (INFERENCE) (C) (2.R.2.1) • Use text and picture clues to support predictions and draw conclusions (INFERENCE) (C) (2.R.2.1) • Respond to text by asking and answering questions. (C) (QUESTIONING) (2.R.2.1) • Be exposed through teacher modeling of reading strategies (MONITORING FOR UNDERSTANDING) (C) (2.R.2.1) • Discuss author purpose and intent (main idea) (C) (2.R.2.1) • Read text with varied reading rate and phrasing in the context of shared, guided and independent reading for the purpose of comprehending (C) (2.R.2.2) • Respond to reading using detail and identifying important ideas (C) (2.R.2.1) • Apply prior knowledge to multi-cultural texts (I) (2.R.4.1, 2.R.4.2) • Determine how characters are the similar and different (I) (2.R.3.2, 2.R.4.1, 2.R.4.2) • Discuss setting in terms of location and time (past, present, future) (I) (2.R.3.2, 2.R.4.1, 2.R.4.2) • Compare and contrast plot and theme in different versions of literature from different cultures and various time periods (I) (2.R.3.2, 2.R.4.1, 2.R.4.2) • Examine text to compare cultures (I) (2.R.4.1, 2.R.4.2) • Discuss the characteristics of fairy and folk tales (I) (2.R.3.1) • Identify favorite authors/titles (C) (2.R.2.1)
		Writing: <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of writing using; internal punctuation, endmarks, proper capitalization and conventional & phonetic spelling. (C) (2.W.2.1, 2.W.2.2) • Determine the need to capitalize <u>proper nouns</u> when editing and revising (C) (2.W.2.2) • Compose a variety of self-selected texts using a variety of sentence types, correct letter formation, capital letters, appropriate spacing, and punctuation (C) (2.W.2.4, 2.W.1.2, 2.W.2.1, 2.W.1.3) • Write in response to text (C) (2.W.1.1) • Participate in shared/interactive writing by writing words, phrases, capitalization and punctuation (C) (2.W.2.1) • Be exposed to a variety of revision strategies (extension of piece, adding details, deleting unnecessary information, reorganization) (C) (2.W.1.1) • Identify revision strategies and apply them in self-selected writing/re-writing (extension of piece, adding details, deleting unnecessary information, reorganization) (C) (2.W.1.1) • Apply modeled selected conventions in independent, self-selected writing. (I) (2.W.2.1, 2.W.2.2)

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	Listening, Viewing and Speaking (To be addressed in context across the day):
	<p>Students Will:</p> <ul style="list-style-type: none"> • <i>Follow and repeat simple four step oral directions (M) (2.LVS.1.1)</i> • Express ideas using increasingly complex sentences with correct grammar and detail (C) (2.LVS.1.4, 2.LVS.1.5) • Ask and answer questions pertaining to the topic (C) (2.LVS.1.6) • Follow rules of conversation and respond appropriately (C) (2.LVS.1.2) • Express ideas using content area vocabulary (C) (2.LVS.1.5) • Make simple, oral presentations (I) (2.LVS.1.4)
	Word Study:
	<p>Students Will:</p> <ul style="list-style-type: none"> • <i>Be gradually introduced to the second 100 words of the Frye Instant Word List with expectation of 80% mastery by end-of-year (M) (2.R.2.2)</i> • <i>Spell correctly any words from the K-2 TCS D No Excuse Words in context. (M) (2.W.2.3)</i> • <i>Read words containing diphthongs (oi, oy, au, aw, ow, ou) (M) (2.R.1.1)</i> • <i>Manipulate onset (consonant, consonant blend, digraphs,,and 2 letter blends) rime with selected chunks from the TCS D Second Grade Chunk List (ain, ale, ank, aw, ay, eat, ice, ide, ight, ine, ock, oak, ore, uck, unk) mastery (M) (2.R.1.1)</i> • Use common abbreviations (months) (C) (2.R.1.1) • Read common contractions (am, had, have, is, not, will, would) (C) (2.R.1.2) • Read and write words containing R-controlled vowel patterns (ar, er, ir, or, ur) (C) (2.R. 2.3) • Manipulate onsets (containing 3-letter blends) and selected chunks. (C) (2.R.1.1) • Identify singular possessives (I) (2.R.1.1)

Resources	Assessments
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<p>District Required Resource</p> <ul style="list-style-type: none"> • Individual school libraries/book walls • <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) • <u>Handwriting Without Tears</u> (Olsen) • <u>Notebook Know-How: Strategies for the Writer's Notebook</u> (Buckner) • TC Literacy Website • TC Literacy Plan • Hands-on manipulatives for word study (magnetic letters, letter tiles) • Big-books relevant to focus teaching points • Cultural Book Tub <p>Additional Resources</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) • <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) • <u>Phonics They Use</u> (Cunningham) • <u>Phonics Lessons</u> (Fontas & Pinnell) • <u>Month by Month Phonics</u> (Cunningham & Hall) • <u>The Morning Meeting Book</u> (Kriete & Bechtel) • <u>The Daily Five: Fostering Literacy Independence in Elementary Grades</u> (Boushey & Moser) 	
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	<ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • Running Records • Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> Student Writing Notebook/ Portfolio Drawings Anecdotal Records Book Response/Reading Logs
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Unit 5/6 to 5/22	Standards	Focus
Extending Readerly and Writerly Life	<p> 2.R.1.1 Students can decode to read and recognize words. 2.R.1.2 Students can read simple contractions and identify the two words which are combined in text. 2.R.2.1 Students can apply strategies to read and comprehend text. 2.R.2.2 Students can read aloud <u>fluently</u> to comprehend text. </p> <p> 2.W.1.1 Students can write three related sentences. 2.W.1.3 Students can write questions and statements. 2.W.2.1 Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter. 2.W.2.2 Students can capitalize <u>proper names</u>, days of the week and months of the year when writing. 2.W.2.3 Students can spell <u>high-frequency</u> as well as words with <u>phonetic elements</u>. 2.W.2.4 Students can form letters accurately, and space words and sentences correctly. </p> <p> 2.LVS.1.1 Students can repeat and follow simple four-step <u>oral directions</u>. 2.LVS.1.2 Students can follow <u>rules of conversation</u> and respond appropriately. 2.LVS.1.4 Students can deliver information on topics using <u>facts</u> and details. 2.LVS.1.5 Students can express ideas using <u>content area vocabulary</u>. 2.LVS.1.6 Students can ask and respond to questions related to the topic. </p>	<p style="background-color: #cccccc;">Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Relate text to personal experience (background knowledge), other texts and world events (SCHEMA) (C) (2.R.2.1) • Infer the meaning of unfamiliar words and phrases (INFERENCE) (C) (2.R.2.1) • Use text and picture clues to support predictions and draw conclusions (INFERENCE) (C) (2.R.2.1) • Respond to text by asking and answering questions. (C) (QUESTIONING) (2.R.2.1) • Be exposed through teacher modeling to reading strategies (MONITORING FOR UNDERSTANDING) (C) (2.R.2.1) • Discuss author purpose and intent (main idea) (C) (2.R.2.1) • Respond to reading using detail and identifying important ideas (C) (2.R.2.1) • Read text with varied reading rate and phrasing in the context of shared, guided and independent reading for the purpose of comprehending (C) (2.R.2.2) • Discuss the importance of reading outside of the school day. (I) (2.R.2.2) • Explore goals for summer reading. (I) (2.R.2.2) • Identify favorite authors/titles (C) (2.R.2.1)
		<p style="background-color: #cccccc;">Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Capitalize proper nouns (M) (2.W.2.2)</i> • Be exposed to teacher modeling of writing using; internal punctuation, endmarks, proper capitalization and conventional & phonetic spelling. (C) (2.W.2.1, 2.W.2.2) • Apply modeled selected conventions in independent, self-selected writing. (I) (2.W.2.1, 2.W.2.2) • Write in response to text (C) (2.W.1.1) • Identify revision strategies and apply them in self-selected writing/re-writing (extension of piece, adding details, deleting unnecessary information, reorganization) (C) (2.W.1.1) • Compose a variety of self-selected texts using a variety of sentence types, correct letter formation, capital letters, appropriate spacing, and punctuation (C) (2.W.2.4, 2.W.1.2, 2.W.2.1, 2.W.1.3) • Participate in shared/interactive writing by writing words, phrases, capitalization and punctuation (C) (2.W.2.1) • Discuss the importance of writing outside of the school day. (I) (2.W.1.1) • Explore goals for summer writing. (I) (2.W.1.1)

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		<p>Students Will:</p> <ul style="list-style-type: none"> Express ideas using increasingly complex sentences with correct grammar and detail (C) (2.LVS.1.4, 2.LVS.1.5) Ask and answer questions pertaining to the topic (C) (2.LVS.1.6) Follow rules of conversation and respond appropriately (C) (2.LVS.1.2) Express ideas using content area vocabulary (C) (2.LVS.1.5) Make simple, oral presentations (C) (2.LVS.1.4)
		<p>Word Study:</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> <i>Identify singular possessives (M) (2.R.1.1)</i> Use common abbreviations (months) (C) (2.R.1.1) Read common contractions (am, had, have, is, not, will, would) (C) (2.R.1.2) Read and write words containing R-controlled vowel patterns (ar, er, ir, or, ur) (C) (2.R.2.3) <i>Manipulate onsets (containing 3-letter blends) and selected chunks. (C) (2.R.1.1)</i>
<p>Resources</p>		<p>Assessments</p>
<p>District Required Resource</p> <ul style="list-style-type: none"> Individual school libraries/book walls <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry) <u>Handwriting Without Tears</u> (Olsen) <u>Notebook Know-How: Strategies for the Writer's Notebook</u> (Buckner) TC Literacy Website TC Literacy Plan Hands-on manipulatives for word study (magnetic letters, letter tiles) Big-books relevant to focus teaching points <p>Additional Resources</p> <ul style="list-style-type: none"> <u>Mosaic of Thought: Second Edition</u> (Keene & Zimmerman) <u>Strategies That Work: Second Edition</u> (Harvey & Goudvis) <u>Phonics They Use</u> (Cunningham) <u>Phonics Lessons</u> (Fontas & Pinnell) <u>Month by Month Phonics</u> (Cunningham & Hall) <u>The Morning Meeting Book</u> (Kriete & Bechtel) <u>The Daily Five: Fostering Literacy Independence in Elementary Grades</u> (Boushey & Moser) 		<ul style="list-style-type: none"> Teacher generated checklists for mastered skills DRA2 Running Records TCS D No Excuse Checklist (see TC Literacy Website) TCS D Chunk Checklist (see TC Literacy Website) Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> Student Writing Notebook/ Portfolio Drawings Anecdotal Records Book Response/Reading Logs