

# Farmington District Grade Level English Language Arts Curriculum Map

Grade 2

	Power GLCE's	Big Ideas / Essential Questions (Goals)	Strategy Focus	Reader's Workshop	Writer's Workshop	Word Study	Resources	Assessments	
<p>1</p> <p><b>Becoming a Community of Readers and Writers (Launching the Reading and Writing Workshop components)</b></p> <p>(Six to Eight Weeks)</p>	<p><b>L.CN.02.01</b> Students will ask appropriate questions for clarification and understanding during a presentation or report.</p> <p><b>L.CN.02.02</b> Students will begin to evaluate the messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda.</p> <p><b>L.RP.02.03</b> Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.</p> <p><b>S.CN.02.01</b> Students will use common grammatical structures correctly when speaking including subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead or, so that).</p> <p><b>S.CN.02.01</b> Students will use common grammatical structures correctly when speaking including subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead or, so that).</p>	<ul style="list-style-type: none"> <li>Students will understand the expectations for independent reading and writing.</li> <li>Students will know how to take care of books/journals and other materials</li> <li>Students will learn the habits /procedures for reading and writing work</li> <li>Students will be enthusiastic about literacy Students will effectively share their ideas and listen to their peers</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Understanding management and procedural expectations</li> <li>Taking care of books in an organized classroom library</li> <li>Building stamina and staying focused on our reading</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Understanding management and procedural expectations</li> <li>Choosing and developing writing ideas</li> <li>Building stamina and staying focused on our writing</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>Classroom routines</li> <li>Establish conferring procedures</li> <li>Learning about self as a reader</li> <li>Teaching how to choose and return books</li> <li>Sharing student's reading lives</li> <li>Celebrate successes</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>Classroom routines</li> <li>Establish conferring procedures</li> <li>Generating classroom lists of self-selected writing topics</li> <li>Choosing "seed" ideas</li> <li>Celebrate successes</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>Begin word wall/high frequency word work</li> </ul> <p>Future work will develop word lists for High Frequency Words</p>	<p><b>Touchtone Text Ideas:</b></p> <p><b>Essential professional resources provided by the district:</b> Lucy Calkins: Units of Study for Primary Writing: A Yearlong Curriculum</p> <p>Unit 1: Launching the Writing Workshop</p> <p>Unit 2: Small Moments (begin this unit)</p> <p><b>Suggested Professional Resources:</b></p> <p>Growing Readers by Kathy Collins</p> <p>Scholastic Classroom libraries and/or Reading center books for classroom use</p>	<p><b>FOR Learning</b></p> <p>Conferences (anecdotal notes)</p> <p>Reader's / Writer's Notebooks</p> <p>Classroom observations</p> <p>QRI</p> <p>Running Records</p> <p>Hearing and Recording Sounds in Words</p> <p>Fall Writing Prompts</p> <p>Six Traits Rubrics</p>	<p><b>OF Learning</b></p> <p>Running Records</p> <p>QRI</p> <p>Hearing and Recording Sounds in Words</p> <p>District Writing Prompts</p> <p>Six Traits Rubrics</p> <p><b>COMMON ASSESSMENT: READING:</b></p> <p>Conference with each child, checking their idea of a "just right book".</p> <p><i>Create a checklist of appropriate reading behaviors</i></p> <p><b>WRITING:</b></p> <p><i>Modify the Launching Checklist within Lucy Calkins Units of Study</i></p>

Units	Power GLCE's	Big Ideas / Essential Questions (Goals)	Strategy Focus	Reader's Workshop	Writer's Workshop	Word Study	Resources	Assessments	
								FOR Learning	OF Learning
<p>2</p> <p><b>Becoming a Strategic Reader and Writer</b></p> <p>(Six to Eight Weeks)</p> <p>Skills addressed within this unit are ongoing all year...</p>	<p><b>READING:</b></p> <p><b>R.WS.02.10</b> Students will use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning or words in grade-appropriate texts.</p> <p><b>R.WS.02.06</b> Students will make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.</p> <p><b>R.WS.02.08</b> Students will use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning or unfamiliar words, sub-vocalization, and/or sounding out unknown words.</p> <p><b>R.FL.02.01</b> Students will automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.</p> <p><b>R.WS.02.11</b> Students will, in context, determine the meaning or words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.</p> <p><b>R.CM.02.01</b> Students will make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding or others to ideas in text through oral and written responses.</p> <p><b>R.MT.02.01</b> Students will self-monitor comprehension by recognizing when meaning is breaking down and use strategies including making credible predictions to increase comprehension when reading or listening to text.</p> <p><b>R.MT.02.02</b> Students will self-monitor comprehension by using strategies including constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading.</p> <p><b>R.MT.02.03</b> Students will self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text.</p> <p><b>R.MT.02.04</b> Students will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work.</p> <p><b>WRITING</b></p> <p><b>W.GR.02.01</b> Students will, in the context of writing, correctly use more complex complete</p>	<ul style="list-style-type: none"> <li>Students will flexibly apply strategies / skills from the <b>mini lesson</b> to their own reading and writing</li> <li>Students will use <b>work time</b> interacting with text at their independent and instructional reading levels, self correcting, visualizing and using comprehension strategies to gain/make meaning.</li> <li>Students will independently apply strategies on their own within their reading and writing.</li> <li>Students will <b>share</b> meaningful thoughts regarding their reading and writing.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Getting our minds ready to read</li> <li>Acquisition of print strategies</li> <li>Reading with fluency</li> <li>Choosing mostly just-right books</li> <li>Connecting text to self, text or world</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Understanding what a small moment is (a personal narrative that focuses on a specific part of an experience)</li> <li>writing text that stays focused on one main idea (small moment)</li> <li>sentences have subject and verb, capitals and punctuation</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>having a variety of books and understanding their own reading level</li> <li><b>Mini lesson</b> being a very specific "slice"</li> <li>Allow work time with teacher instruction (guided reading, independent, partner</li> <li>use sticky notes or worksheets to document understanding of strategy</li> <li>setting up partners for shared reading/writing experiences</li> <li>teacher models how to use self-selected books to demonstrate the strategy taught</li> </ul> <p><b>Suggested Activities:</b></p> <p>Reciprocal Teaching (Soar to Success)</p>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>creating descriptive word lists</li> <li>Small moments</li> <li>Graphic organizers</li> <li>Teacher modeling</li> <li>Conferencing guidelines for teacher and peer interactions</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>Teach strategies for figuring out unknown words</li> <li>Sight words *Dolch / Rebecca Sitton lists</li> <li>Stickynotes</li> <li>Reviewing/assessing phonemic awareness and re-teaching as needed</li> </ul>	<p><b>Touchtone Texts Ideas:</b></p> <p><b>Essential Professional Resources provided by the district:</b> Lucy Calkins: Units of Study for Primary Writing: A Yearlong Curriculum</p> <p>Unit 2: Small Moments (continued)</p> <p>Unit 3: Writing for Readers (begin this unit)</p> <p><b>Suggested Professional Resources:</b> <i>Growing Readers</i> by Kathy Collins</p> <p><i>Soar to Success</i> by Houghton Mifflin</p> <p>Scholastic stories</p> <p><i>Write Traits kits</i></p> <p>Picking Just-Right Books sheet</p>	<p>Conferencing</p> <p>Classroom observations</p> <p>Reader's and writer's notebooks</p> <p>Running records</p> <p>Use district fall prompt with 6+1 to guide instruction.</p>	<p><b>COMMON ASSESSMENT READING:</b></p> <p>Running Record/ (Rigby Kits)</p> <p>Fluency Assessment</p> <p><b>WRITING</b></p> <p>Students will write a small moment personal narrative, and it will be assessed using the 6 traits rubrics for Ideas and Content and organization, as well as other traits selected by the teacher.</p> <p><i>Modify the Small Moments checklist within Lucy Calkins Units of Study</i></p>

Units	Power GLCE's	Big Ideas / Essential Questions (Goals)	Strategy Focus	Reader's Workshop	Writer's Workshop	Word Study	Resources	Assessments	
<p>3</p> <p><b>Reading and Writing to Learn – Narrative Text / Fiction</b></p> <p>(genre study – realistic fiction, legends, fantasy, poetry)</p> <p><b>Writing genre – Personal Narrative</b></p> <p>(Eight to Ten Weeks)</p>	<p><b>READING:</b></p> <p><b>R.NT.02.01</b> Students will describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.</p> <p><b>R.NT.02.02</b> Students will identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama.</p> <p><b>R.NT.02.03</b> Students will identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.</p> <p><b>R.NT.02.04</b> Students will identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.</p> <p><b>R.NT.02.05</b> Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.CM.02.01</b> Students will make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.</p> <p><b>R.CM.02.02</b> Students will retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.</p> <p><b>R.CM.02.03</b> Students will compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.</p> <p><b>R.MT.02.01</b> Students will self-monitor comprehension by recognizing when meaning is breaking down and use strategies including making credible predictions to increase comprehension when reading or listening to text.</p> <p><b>R.MT.02.02</b> Students will self-monitor comprehension by using strategies including constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading.</p> <p><b>R.MT.02.03</b> Students will self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text.</p> <p><b>R.MT.02.05</b> Students will self-monitor comprehension by using graphic organizers such as a Venn diagram and paragraphs to compare and contrast or indicate a sequence of ideas.</p> <p><b>WRITING:</b></p>	<ul style="list-style-type: none"> <li>Students will understand poetry, fantasy, legends, and drama.</li> <li>Students will be able to effectively express themselves on paper.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Recognizing and identifying characteristics of specific genre</li> <li>Comparing different texts</li> <li>Author Studies</li> <li>Character Studies</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writing a personal narrative including major events and related illustrations</li> <li>Attempting to proofread and edit writing</li> <li>Writing a variety of realistic fiction, fantasy structured and unstructured poetry</li> <li>Uses own voice to have a unique sounding piece</li> <li>Formulates fluent sentences that help with meaning</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>Retelling in sequence</li> <li>Story maps—characters, problem, solution, setting, events, conclusions, lesson learned</li> <li>Comprehension strategies: Text-to-text connections and asking questions</li> </ul> <p>Self-monitoring comprehension if uncertain about meaning</p>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>Writing vivid details to help describe the story</li> <li>Uses writing process to develop a multiple paragraph piece.</li> <li>Develop a strong beginning, middle, and end to the story.</li> <li>Using the dictionary to edit</li> <li>Word Choice</li> <li>Uses first and third person to tell story.</li> </ul>	<ul style="list-style-type: none"> <li>Teach strategies for figuring out unknown words</li> <li>Sight words *Dolch / Rebecca Sitton lists</li> <li>Stickynotes</li> <li>Reviewing/assessing phonemic awareness and re-teaching as needed</li> </ul>	<p><b>Touchtone Text Ideas:</b></p> <p><b>Essential Professional Resources provided by the district:</b></p> <p>Lucy Calkins: Units of Study for Primary Writing: A Yearlong Curriculum</p> <p>Unit 3: Writing for Readers (continued)</p> <p>Unit 4: The Craft of Revision</p> <p>Unit 5: Authors as Mentors</p> <p>Pebbles, Sand and Silt ELA / Science Kit</p> <p><b>Suggested Professional Resources:</b></p> <p><i>Growing Readers</i> by Kathy Collins</p> <p><i>Soar to Success</i> by Houghton Mifflin</p> <p>Scholastic stories</p> <p><i>Write Traits kits</i></p> <p>Go Map Venn Diagram Story maps</p> <p><i>Ten Mini Books to Teach Genre</i> by Scholastic</p>	<p><b>FOR Learning</b></p> <p>Conferences (anecdotal notes)</p> <p>Reader's / Writer's Notebooks</p> <p>Classroom observations</p> <p>Running Records</p> <p>Six Traits Rubrics</p>	<p><b>OF Learning</b></p> <p><b>COMMON ASSESSMENT:</b></p> <p><b>READING:</b></p> <p><i>Recreate story map for narrative selection.</i></p> <p><i>A common rubric will be developed.</i></p> <p><b>Writing:</b></p> <p><i>Students will write a personal narrative. Teachers will utilize six traits rubrics to assess this piece.</i></p>

Units	Power GLCE's	Big Ideas / Essential Questions (Goals)	Strategy Focus	Reader's Workshop	Writer's Workshop	Word Study	Resources	Assessments	
	<p><b>W.PR.02.01</b> Students will set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece.</p> <p><b>W.PR.02.02</b> Students will develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).</p> <p><b>W.PR.02.03</b> Students will draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details.</p> <p><b>W.PR.02.04</b> Students will write in first and third person based on genre type and purpose.</p> <p><b>W.PR.02.05</b> Students will draft a coherent piece with appropriate grammar, usage, mechanics, and temporary spellings.</p> <p><b>W.PR.02.06</b> Students will revise drafts based on constructive and specific oral and written responses to writing; identify sections of the piece that need to be revised using reorganization, additions, deletions, and appropriate use of transitions; make stylistic changes in content and form to suit intended purpose and audience.</p> <p><b>W.PR.02.07</b> Students will attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.</p> <p><b>W.GN.02.01</b> Students will write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events.</p> <p><b>SPEAKING:</b></p> <p><b>S.DS.02.02</b> Students will tell or retell stories (e.g., fantasy, legends, drama), using story grammar (e.g., elaborated information about characters, characters' actions and motivations, plot, and setting as related to plot), while maintaining appropriate intonation and tone of voice.</p> <p><b>S.DS.02.03</b> Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.</p>								

Units	Power GLCE's	Big Ideas / Essential Questions (Goals)	Strategy Focus	Reader's Workshop	Writer's Workshop	Word Study	Resources	Assessments	
<p>4</p> <p><b>Reading and Writing to Learn Informational Text / Nonfiction</b></p> <p><b>(Informational Text structure and features and Expository Writing)</b></p> <p><b>(Eight to Ten Weeks)</b></p>	<p><b>READING:</b></p> <p><b>R.IT.02.01</b> Students will identify and describe the basic form, features, and purpose of a variety of informational genre including simple "how-to" books, personal correspondence, science and social studies magazines.</p> <p><b>R.IT.02.02</b> Students will discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.</p> <p><b>R.IT.02.03</b> Students will explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding or key and supporting ideas.</p> <p><b>R.IT.02.04</b> Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>WRITING:</b></p> <p><b>W.GN.02.03</b> Students will write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding or central or key ideas.</p> <p><b>W.GN.02.04</b> Students will use the writing process to produce and present a research project; develop two research questions related to a teacher-selected topic; gather electronic or print resources and organize the information using key ideas with teacher assistance.</p>	<ul style="list-style-type: none"> <li>Students will share their learning through non-fiction text.</li> <li>Students will understand that they read/write informational text differently than a fiction piece.</li> <li>Students will know to turn to informational text to learn new material.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Understanding informational text features</li> <li>Identify text patterns, such as sequential, descriptive, and enumerative</li> <li>Discuss and respond to informational questions to show understanding-realizing that having questions leads to research!</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write a sequential, descriptive, or enumerative piece.</li> <li>Develop two research questions related to a teacher-selected topic; gather resources and organize the information using key ideas with teacher assistance</li> <li>Organizes thoughts in a way that makes sense</li> <li>Chooses descriptive words and phrases that paint clear picture</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>Structure the use and benefits from boldface/italicized text, glossary, table of contents, graphs, maps, diagrams, captions, index, and charts</li> <li>Readers answer questions referring to the text</li> <li>Readers look at different books to accumulate information about their topics.</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>Introduction to and use of one type of informational piece (sequential, descriptive, and enumerative)</li> <li>Developing two research questions about one topic</li> <li>Researching different sources to gather information to answer their posed question</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>Building vocabulary based on concept texts</li> </ul>	<p><b>Touchtone Texts</b></p> <p><b>Essential Professional Resources provided by the district:</b></p> <p>Lucy Calkins: Units of Study for Primary Writing: A Yearlong Curriculum</p> <p>Unit 6: Nonfiction Writing (utilize Oakland Schools 2<sup>nd</sup> grade unit)</p> <p>Pebbles, Sand and Silt ELA / Science Kit</p> <p><b>Suggested Professional Resources:</b></p> <p><i>Growing Readers</i> by Kathy Collins pg. 206-225</p>	<p><b>FOR Learning</b></p> <p>Conferences (anecdotal notes)</p> <p>Reader's / Writer's Notebooks</p> <p>Classroom observations</p> <p>Running Records</p> <p>Six Traits Rubrics</p>	<p><b>OF Learning</b></p> <p>Running Records</p> <p>Six Traits Rubrics</p> <p><b>COMMON ASSESSMENT</b></p> <p><b>READING:</b> <i>Performance task: Use illustration(s), sentences and labels to demonstrate understanding of informational text.</i></p> <p><i>A common rubric will be developed to assess this.</i></p> <p><b>WRITING:</b> <i>Students will develop an informational Magazine Article *with Teacher assistance!</i></p> <p><i>A common rubric will be developed to assess this informational piece.</i></p>

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<p align="center"><b>5</b></p> <p align="center"><b>Becoming an Effective Test Taker</b></p>		<p>Preparing students to be experienced, comfortable and confident in high stakes test-taking</p>	<ul style="list-style-type: none"> <li>• Students will know test taking vocabulary.</li> <li>• Students will demonstrate their understanding of purpose of reading.</li> <li>• Student can identify main theme/lesson/ life skill/idea of "selection"</li> <li>• Follow format for effective test taking</li> <li>• Responding to peers writing</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• Practice comparative words, multiple choice, true and false, short answer, etc.</li> <li>• Having students reread selection more than once before answering</li> <li>• Genre, lesson reviews</li> <li>• Teaching to read directions, all questions and answer choices first.</li> <li>• Comparing characters, settings, problems and themes across two selections</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• learn to take a common theme from 2 or more selections then, pick out key examples from each selection to support the theme in their own writing</li> <li>• be able to critique others' writing and support opinion in writing</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• Using anchor papers to edit/revise/ correct writing</li> <li>• Practice critiquing others' writing and supporting opinion in writing <u>by giving at least 2 examples to support their thinking</u></li> </ul>	<p><b>Touchtone Texts</b></p> <p><b>ESSENTIAL Resources:</b></p> <p>use MEAP prototype packet from Released Items</p> <p><a href="http://www.michigan.gov/mde/0,1607,7-140-22709_31168_31355-95471--,00.html">http://www.michigan.gov/mde/0,1607,7-140-22709_31168_31355-95471--,00.html</a></p> <p>District "Testing as a Genre" unit</p> <p>Exemplar papers from the MEAP on district shared ELA folder</p>	<p><b>FOR Learning</b></p> <p>Conferences (Anecdotal notes)</p> <p>Classroom observations</p>	<p><b>OF Learning</b></p> <p><b>COMMON ASSESSMENT IDEA:</b></p> <p><i>A Checklist of Test Taking Strategies will be created and passed on to third grade teacher</i></p>

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<p align="center"><b>6</b></p> <p><b>Readers and Writers Make Plans for their Reading and Writing Lives</b></p> <p align="center"><b>(One to two weeks)</b></p>		<ul style="list-style-type: none"> <li>• Students will know what a goal is</li> <li>• Students will understand the process of reflection</li> <li>• Students will understand how they have changed as a reader and a writer</li> <li>• Students will assess the quality and accuracy of their writing</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reflecting on how we've grown as readers and writers</li> <li>• Making Reading Plans for summer (and for life)</li> <li>• Setting Goals as readers</li> <li>• Determining our new reading identities</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Critiquing their own writing</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• Demonstrating goal setting with real life experiences</li> <li>• Demonstrating how we monitor our progress towards our goals</li> </ul>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• Demonstrating goal setting with real life experiences</li> <li>• Using anchor papers and other students' work, as well as rubrics to demonstrate quality work</li> <li>• Using rubrics and anchor papers to reflect upon the qualities of good writing</li> </ul>	<p><b>Teaching Points:</b></p>	<ul style="list-style-type: none"> <li>• Exemplar papers from the MEAP located on the third grade shared folder</li> <li>• Student portfolios</li> </ul>	<p align="center"><b>FOR Learning</b></p> <p>Conferences (anecdotal notes)</p> <p>Reader's/ Writer's Notebooks</p> <p>Classroom observations</p> <p>Six Traits Rubrics</p> <p>Student Portfolios</p>	<p align="center"><b>OF Learning</b></p> <p>Student Portfolios</p>

NT: Narrative Text: Fiction, Poetry

IT: Informational Text – Literary Non-fiction (essays, biography/autobiography), Expository Text (resources, scientific and technical articles)