

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

Grade Level: 2nd	Curricular Area: Language Arts		
Unit 1: Reading	Unit 2: Writing	Unit 3: Speaking	Unit 4: Listening & Viewing
1A Word Recognition & Word Study 1a Phonemic Awareness 1b Phonics 1c Word Recognition 1d Vocabulary	2A Writing Genre	3A Conventions	4A Conventions
1B Fluency	2B Writing Process	3B Discourse	4B Response
1C Narrative Text	2C Personal Style		
1D Informational Text	2D Grammar & Usage		
1E Comprehension	2E Spelling		
1F Metacognition	2F Handwriting		
1G Critical Standards	2G Writing Attitude		
1H Reading Attitude			



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 2 – Unit 1: Reading

Outcome: 1A1a: Word Recognition & Word Study/Phonemic Awareness

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
R.WS.02.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion. R.WS.02.02 Recognize that words are composed of sounds blended together and carry meaning.	ELA.1.EE.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 word recognition aids.	



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A1a: Word Recognition & Word Study/Phonemic Awareness Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
R.WS.02.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.					
R.WS.02.02 Recognize that words are composed of sounds blended together and carry meaning.					



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Outcome: 1A1b: Word Recognition & Word Study/Phonics

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.WS.02.03 Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.</p> <p>R.WS.02.04 Use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs <i>wh, ph</i>, irregular vowels <i>ei, ie, ea, ue</i>.</p>	<p>ELA.1.EE.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.</p> <p>ELA.1.EE.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 word recognition aids.</p> <p>ELA.3.EE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.</p> <p>ELA.8.EE.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.</p>	



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1A1b: Word Recognition & Word Study/ Phonics Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
R.WS.02.03 Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.					
R.WS.02.04 Use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs <i>wh, ph</i> , irregular vowels <i>ei, ie, ea, ue</i> .					



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Outcome: 1A1c: Word Recognition & Word Study/Word Recognition

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.WS.02.05 Automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.02.06 Make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.</p> <p>R.WS.02.07 Make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.</p> <p>R.WS.02.08 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 of unfamiliar words, sub-vocalization, and/or sounding out unknown words.</p> <p>R.WS.02.09 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p> <p>R.WS.02.10 Use syntactic and semantic cues including reading context; picture clues; prefixes <i>re-</i>, <i>un-</i>; and suffixes <i>-s</i>, <i>-ed</i>, <i>-ing</i> to determine the meaning of words in grade-appropriate texts.</p>	<p>ELA.1.EE.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.</p> <p>ELA.1.EE.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p> <p>ELA.1.EE.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 word recognition aids.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.3.EE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.</p> <p>ELA.7.EE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating</p>	



	questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A1c: Word Recognition & Word Study/ Word Recognition Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
R.WS.02.05 Automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.					
R.WS.02.06 Make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade					
R.WS.02.07 Make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.					
R.WS.02.08 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 of unfamiliar words, sub-vocalization, and/or sounding out unknown words.					
R.WS.02.09 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.					
R.WS.02.10 Use syntactic and semantic cues including reading context; picture clues; prefixes <i>re-</i> , <i>un-</i> ; and suffixes <i>-s</i> , <i>-ed</i> , <i>-ing</i> to determine the meaning of words in grade-appropriate texts.					



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Outcome: 1A1d: Word Recognition & Word Study/Vocabulary

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.WS.02.11 In context, determine the meaning of 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>ELA.1.EE.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.3.EE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.</p> <p>ELA.7.EE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.</p>	



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A1d: Word Recognition & Word Study/Vocabulary Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 1 - Reading School Year: _____				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials): _____				
R.WS.02.11 In context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.					



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Outcome: 1B: Fluency

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.FL.02.01 Automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.</p> <p>R.FL.02.02 Use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.</p> <p>R.FL.02.03 Read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.</p>	<p>ELA.1.EE.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.</p> <p>ELA.7.EE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.</p>	<p>Read and sing simple hymns and worship songs.</p> <ul style="list-style-type: none"> • Encourage children to share favorite praise songs they have learned and teach them to classmates.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1B: Fluency Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
R.FL.02.01 Automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.					
R.FL.02.02 Use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.					
R.FL.02.03 Read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.					



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Outcome: 1C: Narrative Text

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.NT.02.01 Describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.</p> <p>R.NT.02.02 Identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama.</p> <p>R.NT.02.03 Identify and describe characters’ actions and motivations, setting (time and place), problem/solution, and sequence of events.</p> <p>R.NT.02.04 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>R.NT.02.05 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>ELA.1.EE.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.</p> <p>ELA.1.EE.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p> <p>ELA.3.EE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using and author’s/reader’s chair.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.3.EE.7 Recognize that creators of texts make choices when</p>	<p>Identify the main idea and significant details.</p> <ul style="list-style-type: none"> • Display pictures of familiar Bible stories. Have the children write new titles for the stories – titles that tell what we can learn from the story. (This activity will show a grasp of the main idea.) For example, “Jesus Feeds More than 5,000 People” can be retitled “Jesus Gives Us What We Need.”



	<p>constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations.</p> <p>ELA.3.EE.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p> <p>ELA.4.EE.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.</p> <p>ELA.5.EE.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.EE.2 Describe and discuss the similarities of plot and character in literature and other texts around the world.</p> <p>ELA.5.EE.3 Describe how characters in literature and other texts can represent members of several different communities. ELA.5.EE.4 Recognize the representation of various cultures as well as our common heritage in literature and other texts.</p> <p>ELA.5.EE.5 Explain how characters in literature and other texts express attitudes about one another.</p> <p>ELA.6.EE.3 Explore works of different authors, speakers, and</p>	
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	<p>illustrators to determine how they present ideas and feelings to evoke different responses.</p> <p>ELA.7.EE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.</p> <p>ELA.8.EE.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folktales.</p> <p>ELA.8.EE.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.</p> <p>ELA.8.EE.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 the textual aids they employ (e.g., illustrations, tables of contents, and headings/titles) are used to convey meaning.</p> <p>ELA.9.EE.3 Draw conclusions based on their understanding of differing views presented in text.</p> <p>ELA.10.EE.1</p>	
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	Make connections between key ideas in literature and other texts and their own lives.	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1C: Narrative Text Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 1 - Reading				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
R.NT.02.01 Describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.					
R.NT.02.02 Identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama.					
R.NT.02.03 Identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.					
R.NT.02.04 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.					
R.NT.02.05 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.					



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Outcome: 1D: Informational Text

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.IT.02.01 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>R.IT.02.02 Discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.</p> <p>R.IT.02.03 Explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.</p> <p>R.IT.02.04 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>ELA.1.EE.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.</p> <p>ELA.1.EE.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p> <p>ELA.3.EE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author’s/reader’s chair.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.3.EE.7 Recognize that creators of texts make choices when</p>	



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	<p>constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations.</p> <p>ELA.3.EE.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p> <p>ELA.6.EE.3 Explore works of different authors, speakers, and illustrators to determine how they present ideas and feelings to evoke different responses.</p> <p>ELA.8.EE.3 Explore how the characteristics of various informational genre (e.g., show-and-tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas.</p> <p>ELA.8.EE.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.</p> <p>ELA.8.EE.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 the textual aids they employ (e.g., illustrations, tables of contents, and headings/titles) are used to convey meaning.</p> <p>ELA.9.EE.1 Explore and reflect on universal themes and</p>	
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	<p>substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood.</p> <p>ELA.9.EE.3 Draw conclusions based on their understanding of differing views presented in text.</p> <p>ELA.10.EE.3 Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. Examples include responding orally, artistically, or in writing about an issue or problem they have studied and/or experienced.</p> <p>ELA.11.EE.2 Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classification systems, encyclopedias, atlases, word processing programs, and electronic media.</p> <p>ELA.11.EE.3 Organize and interpret information to draw conclusions based on the investigation of an issue or problem.</p> <p>ELA.12.EE.2 Discuss individual and shared standards used for different purposes.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

ID: Informational Text Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
R.IT.02.01 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.					
R.IT.02.02 Discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.					
R.IT.02.03 Explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.					
R.IT.02.04 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.					



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Outcome: 1E: Comprehension

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.CM.02.01 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>R.CM.02.02 Retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.</p> <p>R.CM.02.03 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>R.CM.02.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>ELA.1.EE.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.</p> <p>ELA.1.EE.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p> <p>ELA.2.EE.2 Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and crating mental pictures.</p> <p>ELA.3.EE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge,</p>	<p>Suggest alternate story conclusions to a story they have heard or read.</p> <ul style="list-style-type: none"> • Change a rainy-day story to a snowy-day story. Note God's care in both situations. • After reading a folktale, such as the Little Red hen, change the story to have all characters willing to help. The conclusion of the story will need to be changed. Conclude by noting the joy experienced when God's people cooperate. <p>Activate and use prior knowledge when reading.</p> <ul style="list-style-type: none"> • Before having children read from a Bible storybook, ask them to list all the things they already know about the story. After reading the story, check your list and cross off any incorrect ideas and add any new information that was learned.



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	<p>context, other people, dictionaries, pictures, and electronic sources.</p> <p>ELA.3.EE.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p> <p>ELA.7.EE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.</p> <p>ELA.7.EE.2 Monitor their progress while beginning to use a variety of strategies to overcome difficulties when constructing and conveying meaning.</p> <p>ELA.8.EE.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folktales.</p> <p>ELA.8.EE.3 Explore how the characteristics of various informational genre (e.g., show-and-tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas.</p> <p>ELA.9.EE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in</p>	
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	<p>the neighborhood.</p> <p>ELA.9.EE.2 Identify and categorize key ideas, concepts, and perspectives found in texts.</p> <p>ELA.9.EE.3 Draw conclusions based on their understanding of differing views presented in text.</p> <p>ELA.10.EE.1 Make connections between key ideas in literature and other texts and their own lives.</p> <p>ELA.10.EE.2 Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative about an experience, and creating a visual representation of an important idea.</p> <p>ELA.10.EE.3 Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. Examples include responding orally, artistically, or in writing about an issue or problem they have studied and/or experienced.</p> <p>ELA.11.EE.3 Organize and interpret information to draw conclusions based on the investigation of an issue or problem.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1E: Comprehension Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
R.CM.02.01 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.					
R.CM.02.02 Retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.					
R.CM.02.03 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.					
R.CM.02.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.					



Outcome: 1F: Metacognition

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.MT.02.01 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>R.MT.02.02 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>R.MT.02.03 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>R.MT.02.04 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>R.MT.02.05 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>R.MT.02.06 Determine which resources contain appropriate information for the intended task using teacher/student generated criteria.</p>	<p>ELA.1.EE.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.3.EE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.</p> <p>ELA.7.EE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.</p> <p>ELA.7.EE.2 Monitor their progress while beginning to use a variety of strategies to overcome difficulties when constructing and conveying meaning.</p> <p>ELA.9.EE.2 Identify and categorize key ideas, concepts, and</p>	<p>Check their own understanding when reading.</p> <ul style="list-style-type: none"> Occasionally, as the children are reading, take a W break. At that time, each child should silently evaluate if they can answer the questions “Who?” “What?” “Where?” “When?” and “Why?” Occasionally do this aloud as you are telling a Bible story (to model the procedure and also check understanding).



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	<p>perspectives found in texts.</p> <p>ELA.9.EE.3 Draw conclusions based on their understanding of differing views presented in text.</p> <p>ELA.12.EE.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of a story.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1F: Metacognition Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
R.MT.02.01 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.					
R.MT.02.02 Self-monitor comprehension by using strategies including constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading.					
R.MT.02.03 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.					
R.MT.02.04 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.					
R.MT.02.05 Self-monitor comprehension by using graphic organizers such as a Venn diagram and paragraphs to compare and contrast or indicate a sequence of ideas					
R.MT.02.06 Determine which resources contain appropriate information for the intended task using teacher/student generated criteria.					



Outcome: 1G: Critical Standards

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.CS.02.01 Develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.</p>	<p>ELA.2.EE.3 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others</p> <p>ELA.3.EE.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver’s response.</p> <p>ELA.7.EE.3 Reflect on their emerging literacy, set goals, and make appropriate choices throughout the learning process as they develop the ability to regulate their learning.</p> <p>ELA.12.EE.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of a story.</p> <p>ELA.12.EE.2 Discuss individual and shared standards used for different purposes.</p>	



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1G: Critical Standards Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
R.CS.02.01 Develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.					



Outcome: 1H: Reading Attitude

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.AT.02.01 Be enthusiastic about reading and learning how to read.</p> <p>R.AT.02.02 Do substantial reading and writing on their own during free time in school and at home.</p>	<p>ELA.1.EE.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.</p> <p>ELA.3.EE.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p> <p>ELA.7.EE.3 Reflect on their emerging literacy, set goals, and make appropriate choices throughout the learning process as they develop the ability to regulate their learning.</p>	<p>Enjoy reading developmentally appropriate books in leisure time.</p> <ul style="list-style-type: none"> • Read the account of Josiah in the Bible. Discuss how Josiah heard God’s Word and led the people to follow God. Discuss with the class the need for people today to read and follow God’s will. Provide plenty of books of Bible stories for children to read. Encourage the children to take the books home to share with their families. • To increase the classroom library supply of Christian books appropriate for the grade level, suggest that children give a book to the class on their birthday. This is a way to say thank you for their Christian education. • Call Concordia Publishing House for information about having a Christian book fair at your school. Call 1-800-779-0846. <p>Select and check our developmentally appropriate books from the library.</p> <ul style="list-style-type: none"> • Schedule a weekly visit to the school library. Supply the librarian with information regarding the reading level of the children so she can give guidance to selecting books. Provide a good supply of Christian books in your school and classroom library. Christian books should be just as attractive and interesting as secular books, demonstrating that we want to give our best to the Lord.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1H: Reading Attitude Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
R.AT.02.01 Be enthusiastic about reading and learning how to read.					
R.AT.02.02 Do substantial reading and writing on their own during free time in school and at home.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 2 – Unit 2: Writing

Outcome: 2A: Writing Genre

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.GN.02.01 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>W.GN.02.02 Approximate poetry based on reading a wide variety of grade-appropriate poetry.</p> <p>W.GN.02.03 Write an information 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 of central and key ideas.</p> <p>W.GN.02.04 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>	<p>ELA.2.EE.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.</p> <p>ELA.4.EE.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.</p> <p>Experiment with the various voices they use when they speak and write for different purposes and audiences.</p> <p>ELA.7.EE.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading.</p> <p>ELA.8.EE.3 Explore how the characteristics of various informational genre (e.g., show-and-tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas.</p>	<p>Write simple stories using original ideas, complete sentences, and a logical flow of related ideas.</p> <ul style="list-style-type: none"> Use problems from everyday situations to compose a story. The class will need to establish the setting, identify characters and the problem, sequence action, and incorporate Christian problem-solving principles. Possible situations: sharing of playground equipment; someone forgetting to use good manners at lunch; retaliation when being pushed or hit. <p>Write two-line poems that end in rhyming words.</p> <ul style="list-style-type: none"> Write poems that express Christmas or Easter joy. Add a simple melody so that the poems can be sung. <p>Translate experiences into written form.</p> <ul style="list-style-type: none"> After studying a bible story that tells of God’s love in healing a person, have children write a time in their life when God blessed them or someone close to them by making them well again. <p>Write a simple dialog for three or four characters in a play.</p> <ul style="list-style-type: none"> To solve a common classroom problem such as sharing playground equipment or time on the computer, have children work in small groups to write a dialog (for a skit



	<p>ELA.8.EE.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 the textual aids they employ (e.g., illustrations, tables of contents, and headings/titles) are used to convey meaning.</p> <p>ELA.10.EE.2 Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative about an experience, and creating a visual representation of an important idea.</p> <p>ELA.10.EE.3 Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. Examples include responding orally, artistically, or in writing about an issue or problem they have studied and/or experienced.</p> <p>ELA.11.EE.1 Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration.</p> <p>ELA.11.EE.2 Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classification systems, encyclopedias, atlases, word processing programs, and electronic media.</p>	<p>or puppet play) to propose a solution, using Christian problem-solving techniques.</p>
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	<p>ELA.11.EE.3 Organize and interpret information to draw conclusions based on the investigation of an issue or problem.</p> <p>ELA.11.EE.4 Develop and present conclusions based on the investigation of an issue or problem. Examples include skits, plays, songs, and personal or creative stories.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2A: Writing Genre Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
W.GN.02.01 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.					
W.GN.02.02 Approximate poetry based on reading a wide variety of grade-appropriate poetry.					
W.GN.02.03 Write an information 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 of central and key ideas.					
W.GN.02.04 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.					



Outcome: 2B: Writing Process

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.PR.02.01 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>W.PR.02.02 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>W.PR.02.03 Draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details.</p> <p>W.PR.02.04 Write in first and third person based on genre type and purpose.</p> <p>W.PR.02.05 Draft a coherent piece with appropriate grammar; usage, mechanics, and temporary spellings.</p> <p>W.PR.02.06 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>W.PR.02.07</p>	<p>ELA.2.EE.2 Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre.</p> <p>ELA.2.EE.3 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others.</p> <p>ELA.2.EE.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include word selection, sentence variety, and genre.</p> <p>ELA.3.EE.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.3.EE.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p>	<p>Sequence sentences logically in a story they write.</p> <ul style="list-style-type: none"> Help the children to understand the importance of sequence in a story by giving them an outline structure. Give each child three sheets of paper (these can be a smaller size). Page 1 of the story begins with the word <i>First</i>. Page 2 of the story begins with the word <i>Then</i>. Page 3 of the story begins with the word <i>Finally</i>. (Retelling the story of Noah would fit this outline well: <i>first</i> animals come to the ark, <i>then</i> rains pour down, <i>finally</i> they step on dry land and God makes a promise.) These stories can be displayed with Page 1 at the top, Page 2 below that, and Page 3 at the bottom to emphasize the idea of a beginning, middle, and end to a story. Note: Before writing sentences in sequence, have the children orally give the directions for the activity. This helps the children think things through so they can write details in sequential order. <p>Demonstrate the importance of both the content and mechanics of writing.</p> <ul style="list-style-type: none"> Model good writing as the class works together to develop a story or composition. As you write on a chart the statements dictated by the children, verbalize what you are doing. As you write talk about the need for legible writing, the use of punctuation, and how to construct a paragraph. <p>Reread and revise their own stories.</p>



<p>Attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.</p>	<p>ELA.4.EE.4 Become aware of and begin to experiment with different ways to express the same idea.</p> <p>ELA.6.EE.2 Experiment with the various voices they use when they speak and write for different purposes and audiences.</p> <p>ELA.7.EE.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading.</p> <p>ELA.8.EE.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.</p> <p>ELA.8.EE.3 Explore how the characteristics of various informational genre (e.g., show-and-tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas.</p> <p>ELA.8.EE.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.</p> <p>ELA.11.EE.2 Identify and use resources that are most appropriate</p>	
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	<p>and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classification systems, encyclopedias, atlases, word processing programs, and electronic media.</p> <p>ELA.12.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of a story.</p> <p>ELA.12.EE.5 Recognize that the style and substance of a message reflect the values of a communicator.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2B: Writing Process Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
W.PR.02.01 Set a purpose, consider audience, and begin to use styles and patterns derived from studying authors’ craft when writing a narrative or informational piece.					
W.PR.02.02 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).					
W.PR.02.03 Draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details.					
W.PR.02.04 Write in first and third person based on genre type and purpose.					
W.PR.02.05 Draft a coherent piece with appropriate grammar; usage, mechanics, and temporary spellings.					
W.PR.02.06 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.					
W.PR.02.07 Attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.					



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Outcome: 2C: Personal Style

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.PS.02.01 Develop personal style in oral, written, and visual messages in both narrative (e.g., descriptive language, use of imagination, varying sentence beginnings) and informational writing (e.g., facts, effective conclusions).</p>	<p>ELA.2.EE.2 Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.</p> <p>ELA.3.EE.7 Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations.</p> <p>ELA.6.EE.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.</p> <p>ELA.6.EE.2 Experiment with the various voices they use when they speak and write for different purposes and audiences.</p> <p>ELA.6.EE.4 Develop a sense of personal voice by explaining their selection of materials for different purposes and audiences. Examples include portfolios,</p>	



	<p>displays, and literacy interviews.</p> <p>ELA.8.EE.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.</p> <p>ELA.12.EE.5 Recognize that the style and substance of a message reflect the values of a communicator.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2C: Personal Style Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
W.PS.02.01 Develop personal style in oral, written, and visual messages in both narrative (e.g., descriptive language, use of imagination, varying sentence beginnings) and informational writing (e.g., facts, effective conclusions).					

Outcome: 2D: Grammar & Usage

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.GR.02.01 In the context of writing, correctly use more complex complete sentences, nouns, and verbs, commas (in a series, in a letter; and with dates), contractions, colons to denote time, and capitalization of proper nouns.</p>	<p>ELA.2.EE.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods.</p> <p>ELA.8.EE.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.</p>	<p>Understand and use contractions when writing.</p> <ul style="list-style-type: none"> • Write sentences using contractions to give examples of ways children do and don't live God's way. Pray for God's help to live as His people because we can't do it without Him. <p>Demonstrate the importance of both the content and mechanics of writing.</p> <ul style="list-style-type: none"> • Establish guidelines for content and mechanics of writing and display them in classroom. Children will use these guidelines to edit the work of their partners. As children critique one another's work, emphasize that this is an opportunity to demonstrate traits of kindness, truthfulness, and fairness as we follow the example of our Savior Jesus in our lives as Christian people. <p>Write a letter to a friend using an appropriate heading and closing, and address an envelope correctly.</p> <ul style="list-style-type: none"> • Provide a letter made into a puzzle – in which the parts of the letter are written on the pieces of the puzzle to help children visualize the placement of the parts. (Include the envelope.) • Have children write a thank-you letter to their parents at Thanksgiving time expressing thanks for giving them a Christian education. • Establish pen pals with children at another



		<p>Christian school. Share ways God works in their lives.</p> <p>Change statements in questions, and questions into statements.</p> <ul style="list-style-type: none"> • Ask questions such as “Does Jesus love everyone?” children may reverse the word order to answer, saying, “Jesus does love everyone.” Then extend the idea by asking “why?” or “How do you know?” • Sing the song “Do You Know Who Died for Me.” Have the children write their own statements to answer the question. <p>Use capital letters for the names of people, days, months, holidays, streets, and cities.</p> <ul style="list-style-type: none"> • Brainstorm lists of words that are to be capitalized. Add a faith-related title to each list when it is displayed. For example, at the top of a list of people’s names, print “God Bless These People”; at the top of a list of the names of days and months, print “Jesus Is with Me All of These Times”; at the top of a list of holidays, print “Thank You, Lord, for These Special Days”; at the top of a list of streets and cities, print “Lord, Be with Me Everywhere.” <p>Use verb tenses correctly in written composition.</p> <ul style="list-style-type: none"> • Children enjoy patterns. Have them follow a pattern of saying an idea, but using different verb tenses. For example: My mother baked a cake; My mother is baking a cake; My mother will bake a cake. Use words related to our faith life such as <i>forgive, love, care</i>.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2D: Grammar & Usage Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
W.GR.02.01 In the context of writing, correctly use more complex complete sentences, nouns, and verbs, commas (in a series, in a letter; and with dates), contractions, colons to denote time, and capitalization of proper nouns.					



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Outcome: 2E: Spelling

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.SP.02.01 In the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).</p>	<p>ELA.2.EE.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods.</p> <p>ELA.8.EE.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.</p>	<p>Add prefixes and suffixes to words.</p> <ul style="list-style-type: none">• Purchase puzzle cards. Print root words on some pieces and prefixes or suffixes on other pieces. Children are to put pieces together to make words and use the words in sentences. <p>Read the list of the fruit of the Spirit in Galatians 5: 22-23. Note the suffixes used in these attributes of living God’s way.</p>



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2E: Spelling Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
W.SP.02.01 In the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).					



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Outcome: 2F: Handwriting

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.HW.02.01 Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.</p>	<p>ELA.2.EE.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods.</p>	<p>Write legibly in printscript and begin to use cursive writing.</p> <ul style="list-style-type: none">• Have children suggest phrases or sentences expressing their faith that could be used for practice in learning how to use cursive writing. Final copies of the sentences can be matted or printed on colorful paper.



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2F: Handwriting Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
W.HW.02.01 Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.					



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Outcome: 2G: Writing Attitude

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
W.AT.02.01 Be enthusiastic about writing and learning to write.	ELA.2.EE.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.	



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2G: Writing Attitude Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
W.AT.02.01 Be enthusiastic about writing and learning to write.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 2 – Unit 3: Speaking

Outcome: 3A: Conventions

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>S.CN.02.01 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 of, so that).</p> <p>S.CN.02.02 Explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.</p> <p>S.CN.02.03 Speak effectively adopting appropriate tone of voice and intonation patterns in narrative and informational presentations.</p> <p>S.CN.02.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p> <p>S.CN.02.05 Understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership.</p>	<p>ELA.3.EE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.</p> <p>ELA.3.EE.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver’s response.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author’s/reader’s chair.</p> <p>ELA.3.EE.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.</p> <p>ELA.3.EE.5</p>	<p>Use pitch and rhythm in speech to convey meaning.</p> <ul style="list-style-type: none"> Encourage children to dramatize Bible stories with a lot of enthusiasm. Suggest that they think about the feelings of the characters and the expression they would use as they speak.



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	<p>Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.4.EE.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.</p> <p>ELA.4.EE.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.</p> <p>ELA.4.EE.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.</p> <p>ELA.6.EE.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.</p> <p>ELA.6.EE.2 Experiment with the various voices they use when they speak and write for different purposes and audiences.</p>	
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	<p>ELA.6.EE.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.</p> <p>ELA.8.EE.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.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3A: Conventions Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 3 - Speaking School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
S.CN.02.01 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 of, so that).					
S.CN.02.02 Explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.					
S.CN.02.03 Speak effectively adopting appropriate tone of voice and intonation patterns in narrative and informational presentations.					
S.CN.02.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)					
S.CN.02.05 Understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership.					



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Outcome: 3B: Discourse

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>S.DS.02.01 Engage in substantive conversations, remaining focused on subject matter; with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.</p> <p>S.DS.02.02 Tell or retell stories (e.g., fantasy, legends, drams), 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>S.DS.02.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.</p> <p>S.DS.02.04 Plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.</p>	<p>ELA.1.EE.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p> <p>ELA.1.EE.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p> <p>ELA.3.EE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.</p> <p>ELA.3.EE.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver’s response.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author’s/reader’s chair.</p> <p>ELA.3.EE.4 Describe and use effective listening and speaking</p>	<p>Speak confidently with small groups and before the entire class.</p> <ul style="list-style-type: none"> • Begin the year with prayer partners, then develop prayer groups, and later ask volunteers to lead the whole class in prayer. <p>Listen to and retell stories, jokes, or riddles in correct sequence.</p> <ul style="list-style-type: none"> • Have children write “Who Am I?” riddles about biblical characters. Let children “field test” their riddles on partners and make adjustments to anything that needs clarifying. Compile the edited riddles into a class booklet. <p>Share experiences before the class in an established way.</p> <ul style="list-style-type: none"> • Use a sharing time to let children tell of experiences concerning how to solve a problem, ways to make others happy, what Christmas or Easter means to them, witnessing to someone about their faith.



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	<p>behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.3.EE.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p> <p>ELA.4.EE.4 Become aware of and begin to experiment with different ways to express the same idea.</p> <p>ELA.4.EE.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.</p> <p>ELA.5.EE.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.EE.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world.</p>	
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	<p>ELA.6.EE.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.</p> <p>ELA.8.EE.3 Explore how the characteristics of various informational genre (e.g., show-and-tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas.</p> <p>ELA.8.EE.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 the textual aids they employ (e.g., illustrations, tables of contents, and headings/titles) are used to convey meaning.</p> <p>ELA.9.EE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood.</p> <p>ELA.9.EE.3 Draw conclusions based on their understanding of differing views presented in text.</p> <p>ELA.10.EE.1 Make connections between key ideas in literature and other texts and their own lives.</p> <p>ELA.10.EE.2 Demonstrate their developing literacy by using text to enhance their daily lives. Examples include</p>	
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	<p>reading with a parent, discussing a favorite text, writing to a friend or relative about an experience, and creating a visual representation of an important idea.</p> <p>ELA.10.EE.3 Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. Examples include responding orally, artistically, or in writing about an issue or problem they have studied and/or experienced.</p> <p>ELA.11.EE.4 Develop and present conclusions based on the investigation of an issue or problem. Examples include skits, plays, songs, and personal or creative stories.</p> <p>ELA.12.EE.3 Discuss choices in reading, writing, speaking, listening, viewing, and representing that reflect aesthetic qualities, such as rhyme, rhythm of the language, or repetition.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3B: Discourse Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 3 - Speaking School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
S.DS.02.01 Engage in substantive conversations, remaining focused on subject matter; with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.					
S.DS.02.02 Tell or retell stories (e.g., fantasy, legends, drams), 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.					
S.DS.02.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.					
S.DS.02.04 Plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 2 – Unit 4: Listening & Viewing

Outcomes: 4A: Conventions

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>L.CN.02.01 Understand, restate and follow three- and four-step directions.</p> <p>L.CN.02.02 Ask appropriate questions for clarification and understanding during a presentation or report.</p> <p>L.CN.02.03 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.</p> <p>L.CN.02.04 Understand how the source of the message affects the receiver’s response (student/student, student/teacher, student/parent).</p> <p>L.CN.02.05 Begin to evaluate messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda.</p>	<p>ELA.1.EE.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p> <p>ELA.3.EE.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver’s response.</p> <p>ELA.3.EE.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.3.EE.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p>	



	<p>ELA.9.EE.2 Identify and categorize key ideas, concepts, and perspectives found in texts.</p> <p>ELA.12.EE.5 Recognize that the style and substance of a message reflect the values of a communicator.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4A: Conventions Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 4 – Listening & Viewing				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
L.CN.02.01 Understand, restate and follow three- and four-step directions.					
L.CN.02.02 Ask appropriate questions for clarification and understanding during a presentation or report.					
L.CN.02.03 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.					
L.CN.02.04 Understand how the source of the message affects the receiver’s response (student/student, student/teacher, student/parent).					
L.CN.02.05 Begin to evaluate messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda.					



Outcome: 4B: Response

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>LRP.02.01 Listen to or view knowledgeably and discuss a variety of genre.</p> <p>LRP.02.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>LRP.02.03 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>ELA.1.EE.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.</p> <p>ELA.1.EE.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p> <p>ELA.2.EE.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.</p> <p>ELA.3.EE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author’s/reader’s chair.</p> <p>ELA.3.EE.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples</p>	



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	<p>include use of gestures and appropriate group behavior.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.3.EE.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p> <p>ELA.5.EE.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.EE.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world.</p> <p>ELA.5.EE.3 Describe how characters in literature and other texts can represent members of several different communities.</p> <p>ELA.5.EE.4 Recognize the representation of various cultures as well as our common heritage in literature and other texts.</p> <p>ELA.8.EE.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional</p>	
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	<p>spelling, and restating key ideas in oral messages.</p> <p>ELA.8.EE.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.</p> <p>ELA.9.EE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood.</p> <p>ELA.9.EE.3 Draw conclusions based on their understanding of differing views presented in text.</p> <p>ELA.10.EE.1 Make connections between key ideas in literature and other texts and their own lives.</p> <p>ELA.10.EE.2 Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative about an experience, and creating a visual representation of an important idea.</p> <p>ELA.12.EE.3 Discuss choices in reading, writing, speaking, listening, viewing, and representing that reflect aesthetic qualities, such as rhyme, rhythm of the language, or repetition.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4B: Response Teacher Name: _____ Grade Level: 2	Curricular Area: Language Arts/Unit 4 – Listening & Viewing School Year:				
Michigan Standards, Benchmark or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
LRP.02.01 Listen to or view knowledgeably and discuss a variety of genre.					
LRP.02.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.					
LRP.02.03 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.					



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