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| **Purpose of Planning** | **[Unit One](#Treasure)**  (pg. 2) | [**Unit Two**](#Heroes)  **English Language Arts/Literacy**  **Grade 2 Year-at-a-Glance (SAMPLE)**  (pg. 3) | [**Unit Three**](#Cinderella)  (pg. 4) | [**Unit Four**](#Water)  (pg. 5) | [**Unit Five**](#OxCartMan)  (pg. 6) |
| **Build students’ knowledge:**  Illustrate how knowledge builds through texts within and across grades | *The Treasure*, Uri Shulevitz (Literary, Appendix B Exemplar) | *50 American Heroes Every Kid Should Meet*, Dennis Denenberg (Informational) | *Cinderella*, Marcia Brown or [online version](http://www.americanliterature.com/childrens-stories/cinderella) (Literary) | “[Thirsty Planet](http://ngexplorer.cengage.com/pathfinder/1010/teachers.html),” Beth Geiger, *National Geographic Explorer*, Pathfinder Edition, October 2010 (Informational) | *The Ox-Cart Man*, Donald Hall (Literary) |
| Students will explore the meaning of “home” and come to understand the similarities and differences in what children around the world consider their home.  This set builds on the idea of appreciating differences and reading literature as a way to teach life lessons. | Students will learn about famous Americans and their role in American history. This set builds on students’ knowledge of national symbols, holidays, and the democratic process learned in kindergarten and grade 1. | Students will explore how stories can be common across cultures and how differences in stories provide insight into the values of different cultures. Students come to understand that customs and ceremonies are part of culture. | Students learn about the water cycle and the role of water in nature. They also learn about the importance of water. This builds on the study of patterns and cycles introduced in kindergarten and continued in grade 1. | Students learn how life changes over time and identify some of the causes of those changes. This set builds on the study of how humans respond to nature and seasonal changes and use the land for production and consumption. |
| [**Increase text complexity**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?Status=Temp&sfvrsn=2)**[[1]](#footnote-1) and integrate standards around text:**  Illustrate how complex text is used and provide multiple opportunities for students to develop their literacy | This plan provides an overview of whole-class instruction, which is focused on engaging students in meaningfully responding to complex texts. Each set has a range of texts, from grade-level texts for students to read along with a teacher to above grade-level texts suitable for reading aloud. [All students will need additional support in small-group instruction with texts written at their reading level.](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-plan-for-grades-k-2.pdf?Status=Temp&sfvrsn=2)  Developing students’ facility with the reading foundational skills is critical for students’ later success as readers. While incidental reading foundational skills can be taught as a whole class using no text or portions of the whole-class texts (i.e., words, phrases, sentences, paragraphs), whole-class instruction should be balanced with explicit and systematic instruction in the [foundations of reading](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) during small-group literacy instruction**[[2]](#footnote-2)**. This structure serves to provide students with instruction in how to read while motivating students to want to read for the interesting meaning or knowledge they might gain from high-quality complex texts. Students should also engage in regular independent reading of books written at their independent reading level and self-selected texts for small-group instruction and literacy stations. | | | | |

**English Language Arts/Literacy Grade 2 Year-in-Detail (SAMPLE)**

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| [**Unit One**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text**  *The Treasure*, Uri Shulevitz (Literary, Appendix B Exemplar) | **Related Texts**  *Literary Texts*   * “Your World,” Georgia Douglas Johnson (Appendix B Exemplar, Poem) * “[The Cyclone](http://etc.usf.edu/lit2go/158/the-wonderful-wizard-of-oz/2747/chapter-1-the-cyclone/),” “[Glinda the Good Witch Grant’s Dorothy’s Wish](http://etc.usf.edu/lit2go/158/the-wonderful-wizard-of-oz/2768/chapter-23-glinda-the-good-witch-grants-dorothys-wish/),” and “[Home Again](http://etc.usf.edu/lit2go/158/the-wonderful-wizard-of-oz/2769/chapter-24-home-again/),” *The Wonderful Wizard of Oz*, L. Frank Baum (Appendix B Exemplar, Read Aloud) * *Fly Away Home*, Eve Bunting * *A House Is a House for Me,* Mary Ann Hoberman   *Read-Aloud Informational Texts*   * Excerpts from *If the World Were a Village: A Book about the World’s People*, David J. Smith (Appendix B Exemplar) * Excerpts from *A Life Like Mine*, DK Publishing * Excerpts from *This Child, Every Child: A Book about the World’s Children*, David J. Smith   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics*   * “[What the World Eats, Part I](http://www.time.com/time/photogallery/0,29307,1626519,00.html)” and “[What the World Eats, Part II](http://www.time.com/time/photogallery/0,29307,1645016,00.html),” *Time.com* (Photos) * *Mirror*, Jeannie Baker (Wordless Picture Book) | **Building Student Knowledge**  Students will explore what it means to search for meaning and belonging—a place they can call “home.” They will consider how children in various parts of the world live and come to understand the similarities and differences in what children around the world consider their home. This set can connect to social studies. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, RL.2.10  RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10 |
| **Reading Standards: Foundational Skills [[3]](#footnote-3)**  RF.2.3a-b; RF.2.4a-b |
| **Text Complexity Rationale**  The anchor text and several of the literary texts fall within the grades 2-3 band, so they are suitable as read-along texts (not labeled read aloud). Students should be able to demonstrate the ability to read the texts independently after several reads. The informational texts are from the grades 4-5 band, so they should be read aloud for whole-class instruction. | **Sample Shared Research and Writing [[4]](#footnote-4)**  Students will research the way children live in various parts of the world, using the literary and informational texts as the basis of their initial investigation. They will then write a letter in which they explain their “home” to a child living in another culture, sharing what is similar and different. | **Writing**  W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8 |
| **Speaking and Listening**  SL.2.1a-c, SL.2.2, SL.2.6 |
| **Language**  L.2.1a-c; L.2.2a-e; L.2.4a, e; L.5.a-b; L.2.6 |

**English Language Arts/Literacy Grade 2 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Two**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Read-Aloud Anchor Text**  *50 American Heroes Every Kid Should Meet*, Dennis Denenberg (Informational) | **Related Texts**  *Literary Texts*   * “Helen Keller,” Langston Hughes   *Informational Texts*   * *Martin Luther King, Jr. and the March on Washington*, Frances Ruffin (Appendix B Exemplar) * Excerpts from *Tales of Famous Americans*, Peter Roop and Connie Roop (Read Aloud) * *So You Want to Be an Inventor?*, Judith St. George (Read Aloud) * *The Story of Ruby Bridges*, Robert Coles (Appendix B Exemplar, Read Aloud) | **Building Student Knowledge**  Students build on their knowledge of national symbols, holidays, and the democratic process learned in kindergarten and grade 1 to explore famous Americans and their role in American history. The exact individuals studied should be based on student interest and established in coordination with social studies content. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.8, RI.2.9, RI.2.10 |
| **Reading Standards: Foundational Skills [[5]](#footnote-5)**  RF.2.3c-e; RF.2.4a-c |
| **Sample Shared Research and Writing**  Students investigate famous Americans through structured independent reading of biographies that fall within or slightly above (for advanced readers) the 2-3 grade band. Have students complete tasks (individually or in groups based on the person studied) with their texts including writing a report explaining why the individual is important to study. Sample texts:   * *George Washington Carver: Teacher, Scientist, and Inventor*, Lori Mortensen * *Pocahontas*, Shannon Zemlicka * *Jackie Robinson: Baseball’s Great Pioneer*, Jason Glaser * *Helen Keller: Courageous Advocate*, Scott Welvaert * *What’s the Big Idea, Ben Franklin?* by Jean Fritz (advanced readers) * *Vision of Beauty: The Story of Sarah Breedlove Walker* by Kathryn Lasky (advanced readers) | **Writing**  W.2.1, W.2.2, W.2.5, W.2.6, W.2.7, W.2.8 |
| **Text Complexity Rationale**  The texts range from the 2-3 grade band to the 4-5 grade band. The more complex texts are labeled as read-aloud texts for whole-group instruction, as students will need additional direct support from the teacher in understanding those texts. | **Speaking and Listening**  SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6 |
| **Language**  L.2.1d-f; L.2.2c-e; L.2.3a; L.2.4a-c, e; L.2.5a; L.2.6 |
| **Possible Teacher Resources**   * “[They Made America](http://www.pbs.org/wgbh/theymadeamerica/index.html)” (*PBS.org*) and patents of American inventors, such as [Henry Ford](http://www.google.com/search?tbm=pts&hl=en&q=henry+ford#sclient=psy-ab&hl=en&tbo=d&tbm=pts&q=henry+ford+motor+company&oq=henry+ford+motor+company&gs_l=serp.3..0l2j0i30l2.18377.20920.2.21107.14.0.13.1.6.0.0.0..0.0...0.0...1c.1.TCUnyGse9IY&pbx=1&bav=on.2,or.r_gc.r_pw.&bvm=bv.41248874,d.aWM&fp=368fd8b8b54a142f&bi), [The Wright Brothers](http://www.google.com/search?tbm=pts&hl=en&q=henry+ford#hl=en&gs_rn=1&gs_ri=serp&pq=henry%20ford&cp=8&gs_id=p&xhr=t&q=wright+brothers&es_nrs=true&pf=p&tbo=d&tbm=pts&sclient=psy-ab&oq=wright+b&gs_l=&pbx=1&bav=on.2,or.r_gc.r_pw.r_qf.&bvm=bv.41248874,d.aWM&fp=d2c0335e9a9599b3&biw=1280&bih=822), [Thomas Edison](http://www.google.com/search?tbm=pts&hl=en&q=henry+ford#hl=en&gs_rn=1&gs_ri=serp&pq=thomas%20a.%20edison&cp=8&gs_id=o&xhr=t&q=thomas+alva+edison&es_nrs=true&pf=p&tbo=d&tbm=pts&sclient=psy-ab&oq=thomas+aedison&gs_l=&pbx=1&bav=on.2,or.r_gc.r_pw.r_qf.&fp=d2c0335e9a9599b3&biw=1280&bih=822&bs=1) * Martin Luther King, Jr. video and activities link - <http://www.teachervision.fen.com/martin-luther-king-jr/video/73143.html> * **"**Our single greatest asset is the innovation and the ingenuity and creativity of the American people." President Barack Obama | | | |

**English Language Arts/Literacy Grade 2 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Three**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Read-Aloud Anchor Text**  *Cinderella*, Marcia Brown or [online version](http://www.americanliterature.com/childrens-stories/cinderella) (Literary) | **Related Texts**  *Literary Texts*   * *The Way Meat Loves Salt*, Nina Jaffe (Israel) * *The Egyptian Cinderella,* Shirley Climo (Egypt) * *Mufaro’s Beautiful Daughters*, John Steptoe (Africa) * *Domitila*, Jewell Reinhart Cobum (Mexico) * *Yeh-Shen*, Ai-Ling Louie (China) * *The Turkey Girl*, Penny Pollock (American Indian) | **Building Student Knowledge**  Building on the idea that stories can teach us about positive character traits, this text set builds students’ knowledge about the universality of human stories and how comparing the different versions of similar stories provides insight into the values of different cultures. This set emphasizes similarities of human experience while also highlighting cultural differences based on environment and social and religious values. Students come to understand that customs and ceremonies are part of culture. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10 |
| **Reading Standards: Foundational Skills [[6]](#footnote-6)**  RF.2.3f, RF.2.4a-b |
| **Text Complexity Rationale**  The anchor text falls in the grades 4-5 band, so it should originally be read aloud to students. Students can read along after more than one reading of the tale. The related texts represent a range of text complexity from the beginning of grade 2 to the end of grade 3. Students could benefit from reading these texts in small collaborative groups or following along with the teacher or an expert reader reading them aloud rather than reading them independently at first. | **Writing**  W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8 |
| **Sample Shared Research and Writing**  Divide students into groups and assign each group one of the related texts. Help the groups locate an additional story from their assigned culture to read. Have each group identify a similarity and difference between the original story and the new story. Then have the groups tell the story to the class and explain what they learned about the culture from reading the two stories. | **Speaking and Listening**  SL.2.1a-c, SL.2.2, SL.2.4, SL.2.5, SL.2.6 |
| **Language**  L.2.1a-f; L.2.2a, c-e; L.2.3a; L.2.4a-e; L.2.5a-b; L.2.6 |

**English Language Arts/Literacy Grade 2 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Four**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Read-Aloud Anchor Text**  “[Thirsty Planet](http://ngexplorer.cengage.com/pathfinder/1010/teachers.html),” Beth Geiger, *National Geographic Explorer*, Pathfinder Edition, October 2010 | **Related Texts**  *Literary Texts*   * *The Raft*, Jim LaMarche (Appendix B Exemplar) * *River Song with the Banana Slug String Band*, Steve Van Zandt and Katherine Zecca * *A Drop Around the World*, Barbara Shaw McKinney and Michael S. Maydak   *Informational Texts*   * *Down Comes the Rain*, Franklyn Branley and James Graham Hale * Excerpts from *A Drop of Water: A Book of Science and Wonder*, Walter Wick (Appendix B Exemplar, Read Aloud) * *One Well: The Story of Water on Earth*, Rochelle Strauss and Rosemary Woods (Read Aloud) | **Building Student Knowledge**  Students learn about the water cycle and the role of water in nature. Through various descriptions of water’s journey throughout the world and the lives that depend on it for survival, students come to appreciate the importance of water and the need to maintain its sustainability for generations to come. This set connects to science. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.2.1, RL.2.3, RL.2.4, RL.2.5, RI.2.7, RL.2.10  RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10 |
| **Reading Standards: Foundational Skills [[7]](#footnote-7)**  RF.2.3a-f; RF.2.4a-b |
| **Text Complexity Rationale**  There is a range of text complexity from the beginning of grade 2 (*The Raft* and *Down Comes the Rain*) to the 4-5 grade band (labeled as Read Aloud). The other texts fall within the 2-3 grade band, and while students will likely need some scaffolding, after a few reads, students should begin demonstrating more independence in reading the texts in this set. | **Sample Shared Research and Writing**  Working in small collaborative groups, students will create a dramatic interpretation of the water cycle, using visuals and props, and present them to the class. After viewing the presentations, students will list the steps of the cycle and then explain in writing why water is important, using evidence from the texts they have read. As a further extension, they can discuss and list reasons why life exists on Earth, but not on the moon (to connect to Unit 1 in grade 1). | **Writing**  W.2.1, W.2.2, W.2.3, W.2.5, W.2.7, W.2.8 |
| **Speaking and Listening**  SL.2.1a-c, SL.2.2, SL.2.4, SL.2.5, SL.2.6 |
| **Language**  L.2.1a-f; L.2.2a, c-e; L.2.3a; L.2.4a-e, L.2.5a-b, L.2.6 |

**Cara Ashrose** (Author)

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**English Language Arts/Literacy Grade 2 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Five**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Read-Aloud Anchor Text**  *The Ox-Cart Man*, Donald Hall and Barbara Cooney (Literary) | **Related Texts**  *Literary Texts*   * Excerpts from *Charlotte’s Web*, E.B. White (Read Aloud) * *County Fair (My First Little House)*, Laura Ingalls Wilder and Jody Wheeler * *The Paper Crane*, Molly Bang (Appendix B Exemplar) * *The Kamishibai Man*, Allen Say * *The Stranger*, Chris Van Allsburg * *The Little House*, Virginia Lee Burton   *Informational Texts*   * *Who’s Buying? Who’s Selling?: Understanding Consumers and Producers*, Jennifer S. Larson * Excerpts from *Horse-Drawn Days: A Century of Farming with Horses*, Jerry Apps (Read Aloud)   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics*   * *Window*, Jeannie Baker (Wordless Picture Book) | **Building Student Knowledge**  Students build their knowledge of the agricultural history of the US economy and how families made choices to meet their basic needs. Students will come to understand how life changes over time and identify some of the causes of those changes. This connects to social studies. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.10  RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.10 |
| **Reading Standards: Foundational Skills [[8]](#footnote-8)**  RF.2.3a-f, RF.2.4a |
| **Text Complexity Rationale**  The anchor text is highly complex and will need some student scaffolding as it is read aloud. The related texts contain similarly complex ideas, which are likely to challenge students even though the readabilities of the texts still represent a range of complexities. This unit draws on the work students have done with complex texts throughout grade 2 and prepares students for the levels of texts they’ll encounter in grade 3. | **Sample Shared Research and Writing**  Have student work in groups to develop questions to ask their parents, grandparents, or other adult relatives about what it was like when they grew up. Some sample questions might include the following:   * Where and whendid you grow up? * What did the place where you grew uplook like? * How has that place changed since you grew up? * What were the best and worst things about the place where you grew up?   Have students interview their adult relative and produce a written report to share with the class. | **Writing**  W.2.1, W.2.2, W.2.5, W.2.6, W.2.7, W.2.8 |
| **Speaking and Listening**  SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6 |
| **Language**  L.2.1a-f, L.2.2a-e, L.2.3a, L.2.4a-c, L.2.5a-b, L.2.6 |

1. By the end of grade 2, students are expected to demonstrate the ability to read and understand texts in the grades 2-3 band proficiently, with scaffolding as needed at the high end of the range (RL.2.10, RI.2.10, and RF.2.4a-c). See [Guidance for Planning for Instruction in Grades K-2](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-plan-for-grades-k-2.pdf?Status=Temp&sfvrsn=2) for additional information about selecting texts for grade 2. [↑](#footnote-ref-1)
2. For advanced readers, small-group instruction could involve rereading portions of whole-class texts and engaging in further investigation of texts written at their reading level. [↑](#footnote-ref-2)
3. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-3)
4. “Shared Research and Writing” refers to student-led inquiry activities; these are extension tasks that allow students to make connections with texts. These activities should be done after students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Additional reading and writing performance tasks with the texts are expected and indicated through the possible Reading and Writing Standards. [↑](#footnote-ref-4)
5. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-5)
6. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-6)
7. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-7)
8. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-8)