

Grade 2 Maryland College and Career Readiness Standards

READING			
Reading Literature		Reading Informational Text	
Key Ideas and Details		Key Ideas and Details	
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales, from diverse cultures, and determine their central message, lesson, or moral.	RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RL.2.3	Describe how characters in a story respond to major events and challenges.	RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		Craft and Structure	
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	
RL.2.7	Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.	RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RL.2.8	(Not applicable to literature.)	RI.2.8	Describe how reasons support specific points the author makes in a text.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading/Level of Text Complexity		Range of Reading/Level of Text Complexity	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.2.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Foundational Skills			
Phonics and Word Recognition		Fluency	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	RF.2.4.a	Read on-level text with purpose and understanding.
RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.	RF.2.4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.	RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.2.3.d	Decode words with common prefixes and suffixes.		
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.		
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.		

Music Common Core Standards

Wendell Hanna



Music Common Core Standards:

Common Core Ann Kaczowski Kimpton, 2014-09 It is not the strongest of the species that survives nor the most intelligent but the one most responsive to change Charles Darwin Teaching in the twenty first century is a daunting yet exhilarating experience It is daunting because a plethora of initiatives have been hurled at educators from every direction Current and future music educators must continually adapt their teaching philosophies strategies rehearsals music selection processes assessment practices and grading procedures to justify one of the most important subjects a student can study music Common Core Re Imagining the Music Rehearsal and Classroom complete with workbook exercises and reflective questions is about transforming a written document The Common Core State Standards into practical applications in the music classroom Authors Paul and Ann Kimpton outline how to use the Common Core State Standards to help students develop a higher level of understanding of musical skills and content to help students engage with music more deeply and with more meaning Intended for K 16 music educators administrators and pre service educators this book is an excellent resource that can have a profound impact on the music classroom *Integrating Music Across the Elementary Curriculum* Kristin Harney, 2020-08-14 This book is designed to support K 5 classroom teachers as they integrate music throughout the elementary curriculum It contains detailed practical ideas and examples including full lesson plans and over 100 teaching ideas and strategies for integrating music with visual art language arts social studies science and mathematics Following an overview of the interdisciplinary approach the remaining chapters explore connections between music and other areas of the elementary curriculum Each chapter also includes a section addressing national standards with tables showing the specific standards that are included in each lesson and activity This text utilizes the most recent National Core Arts Standards 2015 as well as the most recent standards in mathematics science social studies and language arts All the lessons in this book are designed to be fully taught by classroom teachers the content is accessible to those who lack formal music training yet is solidly rooted in research and best practices While classroom teachers can teach these lessons on their own this book may facilitate partnerships and collaboration between classroom teachers and music specialists All the lessons and activities included in this text have been reviewed by practicing teachers and most have been field tested in elementary classrooms Throughout the book there is an emphasis on interdisciplinary lessons that demonstrate valid connections between disciplines while maintaining the integrity of each discipline involved including a teacher tested model that allows teachers to successfully create their own interdisciplinary lessons Using the Common Core Reading Standards in the K-1 Music Classroom Rachel E. Skunes, 2016 The purpose of this paper is to provide music educators with an explanation of the Common Core English Language Arts Reading Standards and to propose ideas for incorporating them in primary grade levels while first and foremost providing a joyful creative and meaningful musical education for their students Leaf 2 *The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 2* Timothy Brophy, 2019-01-02 In the music

classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook s first volume emphasizes international and theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook s second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field

Teaching Music to Students with Differences and Disabilities ALICE M.. HOURIGAN HAMMEL (RYAN M.),Graduate Faculty Alice M Hammel,Ryan M Hourigan,2024-10-22 The latest edition of the landmark text Teaching Music to Students with Differences and Disabilities A Label Free Approach designed for music education faculty in service music administrators in service music teachers and preservice music teachers offers a comprehensive manual and reference guide that introduces those in the field of music education to best practices when teaching music to students with differences and disabilities Acclaimed pedagogues and clinicians Alice Hammel and Ryan Hourigan addresses a variety of topics such as research based strategies for methods courses practical approaches for in service music educators and professional development grounded in research special education law and best practice Like previous editions a core focus this book is that a student with differences and disabilities is an individual who deserves a music education that is free of labels This philosophical premise of a label free approach is centered in the preservation of the individual personhood of each student Through this approach music educators will be able to gain and advocate for support understand their rights and responsibilities and offer an affective and effective music education for students with and without disabilities This includes learning strategies for effective collaboration with special educators teacher educators and classroom teachers The authors also include curriculum development ideas lesson plan strategies observation strategies methods classroom and practical ideas methods classroom

The Music and Literacy Connection Dee Hansen,Elaine Bernstorff,Gayle M. Stuber,2014-09-24 The second edition of The Music and Literacy Connection expands our understanding of the links between reading and music by examining those skills and learning processes that are directly parallel for music learning and language arts literacy in the pre K elementary and secondary levels This edition includes two new chapters one

dedicated to secondary music education and teacher evaluation and another that offers a literature review of latest literacy research in education neuroscience and neuropsychology Readers will find extensive instructional examples for music and reading teachers so that they may enrich and support each other in alignment with current initiatives for twenty first century curricula Instructional examples are aligned with The National Core Music Standards and the Common Core State Standards for English Language Arts and Media Arts Readers will find an in depth review of the benefits of music learning in the listening viewing speaking and writing literacy as well as comprehensive information for children with special needs The Music and Literacy Connection is a valuable resource for professional development college literacy courses and curriculum administrators

Promising Practices in 21st Century Music Teacher Education Michele Kaschub, Janice Smith, 2014-09-01 This book surveys emerging music and education landscapes to present a sampling of the promising practices of music teacher education that may serve as new models for the 21st century Contributors explore the delicate balance between curriculum and pedagogy the power structures that influence music education at all levels the role of contemporary musical practices in teacher education and the communication challenges that surround institutional change Models of programs that feature in school out of school and beyond school contexts lifespan learning perspectives active juxtapositions of formal and informal approaches to teaching and learning student driven project based fieldwork and the purposeful employment of technology and digital media as platforms for authentic music engagement within a contemporary participatory culture are all offered as springboards for innovative practice

The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 1 Timothy S. Brophy, 2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook s first volume emphasizes international and theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook s second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field

Contemporary Research in Music Learning Across the Lifespan Jennifer Bugos, 2016-08-12 This book examines

contemporary issues in music teaching and learning throughout the lifespan illuminating an emerging nexus of trends shaping modern research in music education In the past most music learning opportunities and research were focused upon the pre adult population Yet music education occurs throughout the lifespan from birth until death emerging not only through traditional formal ensembles and courses but increasingly through informal settings as well This book challenges previous assumptions in music education and offers theoretical perspectives that can guide contemporary research and practice Exploring music teaching and learning practices through the lens of human development sections highlight recent research on topics that shape music learning trajectories Themes uniting the book include human development assessment strategies technological applications professional practices and cultural understanding The volume deconstructs and reformulates performance ensembles to foster mutually rewarding collaborations across miles and generations It develops new measures and strategies for assessment practices for professionals as well as frameworks for guiding students to employ effective strategies for self assessment Supplemental critical thinking questions focus the reader on research applications and provide insight into future research topics This volume joining established experts and emerging scholars at the forefront of this multifaceted frontier is essential reading for educators researchers and scholars who will make the promises of the 21st century a reality in music education It will be of interest to a range of fields including music therapy lifelong learning adult learning human development community music psychology of music and research design

Debates in Music Teaching Chris Philpott, Gary Spruce, 2012-07-26 Debates in Music Teaching encourages student and practising teachers to engage with contemporary issues and developments in music education It aims to introduce a critical approach to the central concepts and practices that have influenced major interventions and initiatives in music teaching and supports the development of new ways of looking at ideas around teaching and learning in music Accessible and comprehensive chapters will stimulate thinking and creativity in relation to theory and practice and will facilitate readers in reaching their own informed judgements and rationalising their position with deep theoretical knowledge and understanding Throughout the book international experts in the field consider key issues including the justification for music in the school curriculum partnerships in music education and the identity of the music teacher technology and conceptions of musicianship social justice and music education the place of diverse musical genres and traditions in the music curriculum critical thinking and music education autonomy and integrity for music in cross curricular work the politics sociology and philosophy of music education Debates in Music Teaching is for all student and practising teachers interested in furthering their understanding of the subject Including carefully annotated further reading and reflective questions to help shape research and writing this collection stimulates critical and creative thinking in relation to contemporary debates within music education

The Journey from Music Student to Teacher Michael Raiber, David Teachout, 2014-01-03 From Music Student to Teacher A Professional Approach helps prospective music educators begin their transition from music student to professional music

teacher The text uniquely works to build upon the individual s personal experience to enhance their approach to the profession The authors help students first recognize their personal perspectives of the profession and uncover the assumptions they have concerning learning and teaching They are then prepared to make mindful informed decisions about their professional education The topics and activities are deliberately organized to help the reader think as a professional rather than a student Divided into three parts a discovery of self b discovery of teaching and c discovery of learners The three parts address the primary stages of teacher development Within each part readers are connected to the theoretical foundations of the text and the process of becoming an insider to the profession From Music Student to Teacher A Professional Approach incorporates online resources and tools that are already familiar to students in their world of networking through social media Features include Social networking activities to aid self reflection and discussion Connecting to the Profession sections that provide resources which help to bridge the gap between theory and practice Discussion and glossary that provide a solid base in professional terminology An integrated companion website including videos of teaching practice and further activities for self reflection plus instructor material Michael A Raiber is Professor of Music Education at Oklahoma City University David J Teachout is Associate Professor and Department Head of Music Education at the University of North Carolina Greensboro

Teaching Music to Students with Special Needs Alice M. Hammel, Ryan M. Hourigan, 2017 With new vignettes from practicing music educators in addition to an updated list of resources this Second Edition of Teaching Music to Students with Special Needs offers new ways to navigate special needs in the music classroom As a practical guide and reference manual this book addresses special needs in the broadest possible sense to equip teachers with proven research based curricular strategies that are grounded in both best practice and current special education law Chapters address the full range of topics and issues music educators face including parental involvement student anxiety field trips and performances and assessment strategies Teaching Music to Students with Special NEeds is now published alongside an accompanying Practical Resource available separately that includes lesson plans worksheets and games for classroom use Publisher s description

Teacher Evaluation in Music Cara Faith Bernard, Joseph Michael Abramo, 2019-01-04 Teacher Evaluation in Music A Guide for Music Teachers in the U S aims to help music teachers navigate the controversial terrain of teacher evaluation Rather than entering the debate on policy divorced from practice this book is intended as a pragmatic approach to help music teachers to thrive within teacher evaluation systems and as a way to improve practice Using Shulman s concept of content knowledge general pedagogical knowledge and pedagogical content knowledge this book strives to help music teachers find a balance between advocating for themselves and their programs and for using teacher evaluation to improve their teaching The book covers history of policy and law of teacher evaluation and the competing uses of teacher evaluation to rate teachers or as a professional development tool The descriptions of policies laws and competing uses are approached in a way to help music teachers use teacher

evaluation for their benefit to grow as professionals This book has chapters devoted to giving detailed and specific strategies in key areas that research has suggested music teachers struggle to implement questioning literacy differentiated instruction and assessment Complimenting these key areas are sample lesson plans which apply the strategies of questioning differentiation literacy and assessment discussed in each chapter These lessons serve as a resource and guide for teachers to develop their own lessons and improve their practice The final chapter gives guidance on how music teachers may talk to administrators and evaluators to make teacher evaluation productive Through these detailed descriptions of understanding teacher evaluation talking to evaluators and improving practice music teachers may not just survive but thrive in these systems of accountability

Integrating STEM with Music Shawna Longo,Zachary Gates,2021-08-10 This practical resource for music educators provides 15 fully developed and classroom vetted instructional plans with assessments that are aligned to articulate learning from kindergarten through grade 12 With these instructional lessons and adaptations for K 12 music and STEM classes pre service educators in service educators and administrators can better understand and immediately use tools for planning assessing and the practical integrating of STEM with Music As authors Shawna Longo and Zachary Gates demonstrate the arts bring creativity and innovation to the forefront in STEM learning This book helps music teachers make natural connections between science technology engineering math and music To do so the book frames twenty first century learning skills and career ready practices so that the creativity and innovation necessary to succeed in STEM content areas and careers can be directly addressed by the educational community The connection that the book makes between STEM content areas and music stimulates inquiry dialogue and critical thinking

Creating Music Patricia Elaine Riley,2017-01-08 Children create music in individually unique ways but also using common processes Each creating process component stated in the United States National Music Standards imagine plan and make evaluate and refine and present NCCAS 2014 is explored in this text using children s creations from China India Ireland Mexico and the United States as examples What can the characteristics of music created by children from five diverse locations teach us about creating music How do the sounds surrounding children in their schools homes and communities affect the music they create and what can be learned from this How do children s similar creating processes inform how we teach music These questions are investigated as the children s music compositions and improvisations are shared and examined As this narrative unfolds readers will become acquainted with the children their original music and what the children say about their music and its creation What we learn from this exploration leads to teaching strategies projects lesson plans and mentoring recommendations that will help music educators benefit from these particular children s creations

[The Children's Music Studio](#) Wendell Hanna,2016-12-02 The Children s Music Studio provides music teachers parents and early childhood educators a wealth of materials and a clear roadmap for applying Reggio Emilia principles and practices to preschool and early childhood music education Drawing on Professor Hanna s extensive experience researching and teaching in Reggio

inspired music classrooms this pioneering book provides a comprehensive and in depth manual for designing music ateliers hands on studios that capture the imagination and creativity of children Informed by the cutting edge research on music learning this practical guide includes detailed studio plans examples of Reggio inspired music studio explorations and documentation of children s work in music studios In this book you will Discover how children can naturally learn music through the studio approach See detailed examples and documentation of project based studio learning Understand how music learning increases overall artistic and academic literacy across the curriculum Learn how to develop customized projects for your classroom that will teach children to think and communicate fluently through music and sound Early childhood and elementary music teachers will find this book especially useful as it provides innovative ideas for Reggio inspired music teaching and learning techniques that can be integrated into the existing curriculum **The Oxford**

Handbook of Philosophical and Qualitative Assessment in Music Education David J. Elliott, Marissa Silverman, Gary E. McPherson, 2019-07-01 The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education offers global comprehensive and critical perspectives on a wide range of conceptual and practical issues in music education assessment evaluation and feedback as these apply to various forms of music education within schools and communities The central aims of this Handbook focus on broadening and deepening readers understandings of and critical thinking about the problems opportunities spaces and places concepts and practical strategies that music educators and community music facilitators employ develop and deploy to improve various aspects of music teaching and learning around the world *Music Education* Michael L. Mark, 2013 Music Education Source Readings from Ancient Greece to Today is a collection of thematically organized essays that illuminate the importance of music education to individuals communities and nations The fourth edition has been expanded to address the significant societal changes that have occurred since the publication of the last edition with a greater focus on current readings in government philosophy psychology curriculum sociology and advocacy This comprehensive text remains an essential reference for music educators today demonstrating the value and support of their profession in the societies in which they live Publisher description **Policy and the Political Life of Music Education**

Patrick Schmidt, Richard Colwell, 2017-02-01 Policy and the Political Life of Music Education is the first book of its kind in the field of Music Education It offers a far reaching and innovative outlook bringing together expert voices who provide a multifaceted and global set of insights into a critical arena for action today policy On one hand the book helps the novice to make sense of what policy is how it functions and how it is discussed in various parts of the world while on the other it offers the experienced educator a set of critically written analyses that outline the state of the play of music education policy thinking As policy participation remains largely underexplored in music education the book helps to clarify to teachers how policy thinking does shape educational action and directly influences the nature extent and impact of our programs The goal is to help readers understand the complexities of policy and to become better skilled in how to think speak and act in policy

terms The book provides new ways to understand and therefore imagine policy approximating it to the lives of educators and highlighting its importance and impact This is an essential read for anyone interested in change and how to better understand decision making within music and education Finally this book while aimed at the growth of music educators knowledge base regarding policy also fosters open thinking regarding policy as subject helping educators straddling arts and education to recognize that policy thinking can offer creative designs for educational change **The Oxford Handbook of Preservice Music Teacher Education in the United States** Colleen Marie Conway,Kristen Pellegrino,Ann Marie Stanley,Chad West,2020 The Oxford Handbook of Preservice Music Teacher Education in the United States advocates for increased cultural engagement in Pre K 12 music education

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Music Common Core Standards Introduction

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