

English Language Arts Curriculum: Grade 2

MAYWOOD PUBLIC SCHOOLS

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The following maps outline the Common Core Standards for grade two English Language Arts determined by the State Standards Initiative. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Assessment:

Reading Literature and Informational Text

End of story tests (multiple choice, open ended)
End of Unit/Theme Assessments
End of Book Activities
Running Records
Book reports
Written activities i.e. graphic organizers
Sequencing activities
Read alouds
Researching sources
Comprehension: illustrations, sentences

Writing and Language

Journal Entries
Writing Process Pieces
End of Book Activities
Writing a letter
Narrative: Story Writing
Expository: "How-to"
Book reports
Proofreading Editing
Written activities i.e. graphic organizers
Writing samples/rubrics

Foundational Skills

Running records
Spelling Tests/Dictations
Sorting activities
Building words

Resources:

Graphic Organizers	Sequencing cards	Writers checklist
Chart Paper	Leveled readers	Letter manipulatives
Student Journals	Sentence strips	Audio books
Center Games	Word rings	Classroom library
Flannel Boards	Proofreading chart	Retelling props

References:

<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/>
http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
Common Core Exemplars: http://www.corestandards.org/assets/Appendix_B.pdf

Websites:

www.brainpop.com	www.spellingcity.com
www.brainpopjr.com	www.tumblebooks.com
www.starfall.com	http://www.storylineonline.net
www.studyisland.com	www.scholastic.com
www.readwritethink.org	www.puzzlemaker.com

Language Arts Curriculum: Grade 2
Reading Standards for Literature

Essential Question(s): How do readers use text to support an interpretation?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Standard: RL.2.1			
Vocabulary: "wh" questions			
Grade Specific Standard	Skills	Procedures and Examples	
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> • Answer "wh" questions about the text • Develop "wh" questions about the text 	<ul style="list-style-type: none"> • Ask "wh" questions during and after a reading • Provide opportunities for students to answer "wh" questions • Use graphic organizer (i.e. Story Map) 	

Essential Question(s): How do readers determine the message the author is trying to convey?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Standard: RL.2.2			
Vocabulary: theme, genre (fable, folktale, etc.) moral, lesson, message, supporting details			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<ul style="list-style-type: none"> • Identify genre • Read fables from diverse cultures • Determine the author's message, lesson or moral 	<ul style="list-style-type: none"> • Introduce literary genres (i.e. Aesop's Fable-Fable) • Teach genre through personal connections (music and movies) • Paraphrase the central message, lesson or moral - "What is the author trying to say?" • Read same stories from different country (i.e. Cinderella- U.S. and Yeh-Shen- China) 	Students read fables and folktales from diverse cultures that represent various origin tales, such as Rudyard Kipling's "How the Camel Got His Hump" and Natalie Babbitt's <i>The Search for Delicious</i> , and paraphrase their central message, lesson or moral.

Essential Question(s): How do readers determine how characters, events and ideas develop and interact?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Standard: RL.2.3			
Vocabulary: character, sequence, events, cause, effect			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
3. Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> Identify how character responds to a situation (cause and effect) Link personal experiences to text Answer guided open ended questions 	<ul style="list-style-type: none"> Use pictures to show character development (sequence, illustrations, magazines photographs) Use character maps Have students complete journal entries 	Students describe how the character of Bud in Christopher Paul Curtis' story <i>Bud, Not Buddy</i> responds to a major event in his life of being placed in a foster home.

Essential Question(s): How do readers interpret the author's use of language?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Standard: RL.2.4			
Vocabulary: rhythm, beats, rhyme, alliteration, repetition, phrases			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> Ask/show why the author chose to use repeated words or phrases Demonstrate rhythm through physical movement (clapping, stomping, etc.) Use inflection and intonation when reading aloud to stress rhythm 	<ul style="list-style-type: none"> Listen to audio versions of different stories, poems, and songs with rhythm. After reading/ listening to a story, poem, or song have students illustrate the meaning Sing words of a poem to tune you know (or make up a tune) Model using inflection and intonation when reading aloud to stress rhythm Use rhyming books (i.e. Dr. Seuss) 	Students describe the overall story structure of <i>The Thirteen Clocks</i> by James Thurber, describing how the interactions of the characters of the Duke and Princess Saralinda introduce the beginning of the story and how the suspenseful plot comes to and end.

Essential Question(s): How do readers use text structure to understand meaning?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
Standard: RL.2.5			
Vocabulary: story structure, beginning, middle, end, plot, conflict, solution			
Grade Specific Standard	Skills	Procedures and Examples	
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> Identify events that occurred at the beginning, middle, and end of a story Examine basic story elements at each point in the story (ex. plot-conflict/solution) 	<ul style="list-style-type: none"> Use graphic organizers (sequencing) Chart story (what happened first, next, last) Group retelling: "Can someone tell me what happened at the _____ (beginning/middle/end)"? 	

Essential Question(s): How do readers analyze point of view and/or purpose?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.			
Standard: RL.2.6			
Vocabulary: point of view, dialogue			
Grade Specific Standard	Skills	Procedures and Examples	
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<ul style="list-style-type: none"> Distinguish between characters in a story Change intonation and inflection when reading aloud based on characters Dramatize readings (acting, puppets, masks) Answer questions to determine characters differing points of view 	<ul style="list-style-type: none"> Model how to distinguish between characters in a story Change intonation and inflection when reading aloud based on characters - Dramatize readings (acting, puppets, masks) Ask questions to determine characters differing points of view Provide visuals to demonstrate characters' different points of view (i.e. cartoon thought bubbles) Conduct role play (speaking from the point of view of different characters) 	

Essential Question(s): How do readers use illustrations to understand the text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
Standard: RL.2.7			
Vocabulary: illustration, character, setting, plot, text			
Grade Specific Standard	Skills	Procedures and Examples	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none"> Refer to illustrations and text when answering questions about characters, setting, or plot Use illustrations or phrases from the text to describe the character, settings, or plot 	<ul style="list-style-type: none"> Conduct a picture walk (prediction making) Ask questions to connect illustrations and the text <ul style="list-style-type: none"> - “What words and pictures describe the _____ (character, setting, plot) and how?” 	

Essential Question(s): How do readers determine and make meaning of the arguments/claims presented in a text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Standard: RL.2.8			
Vocabulary:			
Grade Specific Standard	Skills	Procedures and Examples	
(Not applicable to literature)			

Essential Question(s): How do readers make connections between texts?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Standard: RL.2.9			
Vocabulary: Venn-diagram, compare, contrast			
Grade Specific Standard	Skills	Procedures and Examples	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<ul style="list-style-type: none"> After reading two versions of a story, answer questions about the similarities and differences between the stories 	<ul style="list-style-type: none"> Read different versions of the same story Illustrate and describe in writing the differences between the stories Use graphic organizer (i.e. Venn-Diagram) Have students sort details from both stories (sentence strips) 	

Essential Question(s): How do readers use comprehension strategies to improve understanding of text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Range of Reading and Level of Text Complexity			
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.			
Standard: RL.2.10			
Vocabulary: N/A			
Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none"> Read a variety of genres Read literature varying in complexity 	<ul style="list-style-type: none"> Expose students to a variety of genres Expose students to literature varying in complexity Scaffold reading and comprehension as needed 	

Language Arts Curriculum: Grade 2
Reading Standards for Informational Text

Essential Question(s): How do readers use text to support answers to questions?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Standard: RI. 2.1			
Vocabulary: "wh" questions			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> • Answer "wh" questions about the text • Develop "wh" questions about the text 	<ul style="list-style-type: none"> • Ask "wh" questions during and after a reading • Provide opportunities for students to answer "wh" questions • Graphic organizer (i.e. KWL chart) 	Students use Alikí's description of <i>A Medieval Feast</i> and demonstrate their understanding of all that goes into such an event by asking questions pertaining to who, what, where, when, why and how such a meal happens and by answering using key details.

Essential Question(s): How do readers use key details from the text to support the main idea?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Standard: RI. 2.2			
Vocabulary: main idea, key details			
Grade Specific Standard	Skills	Procedures and Examples	
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<ul style="list-style-type: none"> • Determine the main idea • Identify key details • Connect key details to determine main topic of the text 	<ul style="list-style-type: none"> • Teach annotating <ul style="list-style-type: none"> - Highlight or underline main idea and key details • Instruct and model how to identify main idea and connect details of a text 	

Essential Question(s): How do readers make connections between concepts in a text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Standard: RI. 2.3			
Vocabulary: sequence, time order, timeline			
Grade Specific Standard	Skills	Procedures and Examples	
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> Recognize relationships between events or order of steps in a process Recognize and use time order words/transitions to determine sequence 	<ul style="list-style-type: none"> Model strategies to determine connections in a text Use graphic organizers (i.e. timeline, sentence strips) Complete activities in which students must follow a set of directions (i.e. science experiment) 	

Essential Question(s): How do readers determine the meaning and use of content specific vocabulary?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Standard: RI. 2.4			
Vocabulary: text features, glossary, context clues,			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<ul style="list-style-type: none"> Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text Use text features to determine and clarify meaning of words and phrases Locate and define vocabulary using glossary and context clues 	<ul style="list-style-type: none"> Model use of text features, glossaries and context clues Use graphic organizer (i.e. Fill in the blank sentences) Have students use words in context 	Students determine the meanings of words and phrases encountered in Sarah L. Thomson's <i>Where Do Polar Bears Live?</i> , such as cub, den, blubber, and the Arctic.

Essential Question(s): How do readers use text features to locate information?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
Standard: RI. 2.5			
Vocabulary: text features: captions, bold print, subheadings, sidebars, glossaries, indexes, electronic menus, icons			
Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none"> Identify the purpose of text features Identify text features to gather information Scan headings, titles, diagrams, and key vocabulary to locate facts Use text features to make predictions and answer questions about the text 	<ul style="list-style-type: none"> Teach students how to locate key facts and information using text features Teach annotating <ul style="list-style-type: none"> - Highlight or underline main idea and details 	

Essential Question(s): How do readers analyze point of view and/or purpose?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.			
Standard: RI. 2.6			
Vocabulary: purpose, audience			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> Identify author's purpose of a text Identify the intended audience Explain the context in which this text can be used 	<ul style="list-style-type: none"> Ask questions: <ul style="list-style-type: none"> - "What is the author's purpose?" - "Why did the author write the text?" - "Who is the audience?" - "How can you use this information?" 	Students read Selby Beeler's <i>Throw Your Tooth on the Roof: Tooth Traditions Around the World</i> and identify what Beeler wants to answer as well as explain the main purposes of the text.

Essential Question(s): How do readers use information from illustrations and text to demonstrate understanding?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
Standard: RI. 2.7			
Vocabulary: illustration, diagram, graph, map			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<ul style="list-style-type: none"> • Locate and describe images used in the text • Answer questions based on images (i.e. illustrations, diagrams, maps, graphs) • Identify commonalities between text and text features and explain how they support each other 	<ul style="list-style-type: none"> • Teach students how images contribute to a text • Teach students how to make connections between images and text 	Students explain how the specific image of a soap bubble and other accompanying illustrations in <i>Walter Wick's A Drop of Water: A Book of Science and Wonder</i> contribute to clarify their understanding of bubbles and water.

Essential Question(s): How do readers determine and make meaning of the arguments/claims presented in a text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Standard: RI. 2.8			
Vocabulary: reason, author's point			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
8. Describe how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> • Identify reasons that support the author's point • Evaluate reasons to determine if they support the author's point 	<ul style="list-style-type: none"> • Teach students to identify reasons within a text • Ask questions to evaluate reasons - "Do you think that is a good reason? Why or why not?" 	Students describe the reasons behind Joyce Milton's statement that bats are nocturnal in her <i>Bats: Creatures of the Night</i> and how she supports the points she is making in the text.

Essential Question(s): How do readers make connections or determine differences and/or similarities among texts of the same topic?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Standard: RI. 2.9			
Vocabulary: compare and contrast, Venn-Diagram			
Grade Specific Standard	Skills	Procedures and Examples	
9. Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none"> Identify the key points of a text Compare and contrast the key points in two texts on the same topic 	<ul style="list-style-type: none"> Model how to identify key points in a text Present multiple texts on the same topic Teach how to compare and contrasts two texts Use graphic organizers (i.e. Venn-Diagram) 	

Essential Question(s): How do readers understand information texts in all subject areas?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Range of Reading and Level of Text Complexity			
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.			
Standard: RI. 2.10			
Vocabulary: N/A			
Grade Specific Standard	Skills	Procedures and Examples	
10. By the end of 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.	<ul style="list-style-type: none"> Comprehend informational text at grade level proficiency 	<ul style="list-style-type: none"> Expose students to a variety of grade level informational text Scaffold reading and comprehension as needed 	

Language Arts Curriculum: Grade 2
Foundational Skills

Essential Question(s): How do readers apply phonics to decode words?			
21st Century Skill: Critical Thinking and Problem Solving			
Foundational Skills			
Area: Phonics and Word Recognition			
Standard: RF. 2.3			
Vocabulary: short vowel, long vowel, diphthong, syllable, root, affix, prefix, suffix			
Grade Specific Standard	Skills	Procedures and Examples	
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	<ul style="list-style-type: none"> Identify long and short vowel sounds Identify words which contain long and short vowels Sort long and short vowel words 	<ul style="list-style-type: none"> Teach long and short vowel patterns Ex. Short: CVC Ex. Long: CVCe Picture sorts of long and short vowels (one vowel at a time, ex: short and long a) 	
b. Know spelling-sound correspondences for additional common vowel teams.	<ul style="list-style-type: none"> Identify common vowel teams (diphthongs) Apply spelling rules for vowel teams 	<ul style="list-style-type: none"> Teach vowel teams - Regular: Ex-Long A: a-e, ai, ay - Irregular: Ex-oi, oo, oy Match vowel team to picture - Ex: Picture of “boy” Index cards with: “oi” and “oy” Personal list of words (Word Study Journal) Spelling dictations 	
c. Decode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none"> Identify two syllable words Divide words into syllables (pattern of syllables used to determine vowel sound) 	<ul style="list-style-type: none"> Clapping Divide and mark syllables Ex: “Hotel” 1st Syllable: ho- (Long vowel O) 2nd Syllable: -tel (Short vowel E) 	
d. Decode words with common prefixes and suffixes.	<ul style="list-style-type: none"> List prefixes and suffixes and their meanings Determine parts of a word (root, prefix, suffix) 	<ul style="list-style-type: none"> Create prefix and suffix meaning charts (i.e. re-, pre-, -ly, -ing, etc.) Teach how affixes affect the meaning of a root word 	
e. Identify words with inconsistent but common spelling-sound correspondences.	<ul style="list-style-type: none"> List common irregular spelling-sound correspondences Ex: Kn- Know, Knot, Knock Ph- Phone, phonics 	<ul style="list-style-type: none"> Personal list of words (Word Study Journal) 	
f. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> Identify commonly misspelled words 	<ul style="list-style-type: none"> Word wall Word rings Personal list of words (Word Study Journal) 	

Essential Question(s): How do readers improve fluency to support comprehension?			
21st Century Skill: Critical Thinking and Problem Solving			
Foundational Skills			
Area: Fluency			
Standard: RF. 2.4			
Vocabulary: fluency, accuracy, expression, rate, context clues			
Grade Specific Standard	Skills	Procedures and Examples	
4. Read with sufficient accuracy and fluency to support comprehension.			
a. Read grade-level text with purpose and understanding.	<ul style="list-style-type: none"> Employ reading strategies while reading independently and aloud <ul style="list-style-type: none"> Pre-reading: prediction making, setting a purpose During reading: ask/answer questions, make connections After reading: summarize 	<ul style="list-style-type: none"> Model strategies good readers use (i.e. questioning, re-reading, using context clues) Practice a variety of reading formats: <ul style="list-style-type: none"> student guided reading peer reading teacher read-aloud 	
b. Read grade-level text orally with accuracy, appropriate rate, and expression.	<ul style="list-style-type: none"> Read text with: <ul style="list-style-type: none"> Accuracy Appropriate rate Expression 	<ul style="list-style-type: none"> Model fluent reading with proper pacing, emphasis, and expression Administer running records and fluency tests 	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> Use context clues when decoding and determining word meaning 	<ul style="list-style-type: none"> Discuss strategies to confirm word recognition or self-correct miscues <ul style="list-style-type: none"> Using context clues Rereading Model rereading to correct errors "How can the other words in the sentence help us identify new words?" 	

Language Arts Curriculum: Grade 2
Writing

Essential Question(s): How do writers use valid evidence to support claims?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Text Types and Purpose			
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
Standard: W.2.1			
Vocabulary: linking words, opinion, opening sentence, supporting detail, evidence, concluding statement, paragraph			
Grade Specific Standard	Skills	Procedures and Examples	
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	<ul style="list-style-type: none"> • Develop a clear, focused topic sentence that states an opinion • Brainstorm reasons that support an opinion • Identify and write valid reasons • Use linking words and phrases when drafting body • Draft a conclusion to support an opening statement 	<ul style="list-style-type: none"> • Provide blank template for organizational structure (includes: opinion, valid reasons) • Model drafting writing • Use graphic organizers (i.e. KWL chart, Pro/Con List, Venn Diagram, Web, Opinion/Supporting Evidence) • Create word wall (i.e. linking words) • Introduce writing rubric 	

Essential Question(s): How do writers explore topics and convey ideas?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Text Types and Purpose			
Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
Standard: W.2.2			
Vocabulary: explanatory, informative, web, brainstorm, opening sentence, supporting details, facts/opinions, concluding statement			
Grade Specific Standard	Skills	Procedures and Examples	
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<ul style="list-style-type: none"> Brainstorm topics Sort and choose relevant information Write opening statement Add supporting details Distinguish between fact and opinion Use linking words/phrases when drafting body to connect ideas Draft a conclusion 	<ul style="list-style-type: none"> Model use of a web when brainstorming Teach students how to take notes: post-its, note cards, etc. Use graphic organizers (i.e. topic/supporting details and facts vs. opinion) Create word wall Introduce writing rubric 	

Essential Question(s): How do writers develop effective narratives?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Text Types and Purpose			
Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Standard: W.2.3			
Vocabulary: narrative, conflict/resolution, plot, characters, setting			
Grade Specific Standard	Skills	Procedures and Examples	
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<ul style="list-style-type: none"> Brainstorm basic story elements (setting, plot, character, conflict and resolution) Draft narrative (Include descriptions, thoughts and feelings into draft) Write a conclusion that resolves the narrative 	<ul style="list-style-type: none"> Conduct mini lesson on story elements Use graphic organizers for brainstorming Model strategies to develop strong openings and closings (provide examples) Teach how to integrate descriptions, thoughts, and feelings into writing (provide examples) Introduce transition words 	

Essential Question(s): How do writers create effective pieces of writing?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Production and Distribution of Text			
Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Standard: W.2.4			
Vocabulary:			
Grade Specific Standard	Skills	Procedures and Examples	
(Begins in grade 3)			

Essential Question(s): How do writers use the writing process to improve text?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Production and Distribution of Text			
Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
Standard: W.2.5			
Vocabulary: writing process, brainstorm, prewrite, draft, revise, edit, peer edit, rubric			
Grade Specific Standard	Skills	Procedures and Examples	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> • Complete the following stages of the writing process: brainstorm, draft, revise/edit • Peer edit 	<ul style="list-style-type: none"> • List and model steps of the writing process • Mini-lessons as needed • Use writing scoring rubric • Teach rules/strategies for peer editing • Conduct writing conferences 	

Essential Question(s): How do writers use technology to facilitate writing and collaboration?			
21st Century Skill: Information Literacy, Communication and Collaboration			
Writing			
CCR Anchor Standard: Production and Distribution of Text			
Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Standard: W.2.6			
Vocabulary: publish, blog, wiki, web page, collaborate, peer edit			
Grade Specific Standard	Skills	Procedures and Examples	
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> • Use technology to record and organize information • With guidance, use technology to publish writing in a variety of formats (blogs, wikis, web pages, etc.) • Collaborate with others 	<ul style="list-style-type: none"> • Access computer lab • Demonstrate how to use various publishing technologies • Provide opportunities for peer collaboration 	

Essential Question(s): How do writers conduct research to demonstrate understanding of a subject?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
Standard: W.2.7			
Vocabulary: research, sources, evaluate, annotate, organize			
Grade Specific Standard	Skills	Procedures and Examples	
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<ul style="list-style-type: none"> • Explore subject using various sources • Take notes to record information from sources • Determine if source is appropriate in relation to topic • Evaluate and organize information • Draft research writing project 	<ul style="list-style-type: none"> • Provide lesson on basic researching skills • Provide multiple sources on topics • Teach annotating/ note taking <ul style="list-style-type: none"> - Highlight or underline main idea and details • Have students complete information sorting activities • Model how to evaluate information for writing (what to include vs. what not to include) 	

Essential Question(s): How do writers evaluate and use sources?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
Standard: W.2.8			
Vocabulary: sources			
Grade Specific Standard	Skills	Procedures and Examples	
8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Access prior knowledge to answer questions • Answer questions by referring to information from a given source 	<ul style="list-style-type: none"> • Provide multiple sources on topics • Model how to use sources to answer questions 	

Essential Question(s): How do writers apply evidence from text to support conclusions?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Standard: W.2.9			
Vocabulary:			
Grade Specific Standard	Skills	Procedures and Examples	
(Begins in Grade 4)			

Essential Question(s): How do writers successfully create text based upon the established time frame, task, purpose and audience?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			
Standard: W.2.10			
Vocabulary:			
Grade Specific Standard	Skills	Procedures and Examples	
(Begins in Grade 3)			

Language Arts Curriculum: Grade 2
Speaking and Listening

Essential Question(s): How do students express thoughts and ideas in an effective manner?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
Standard: SL.2.1			
Vocabulary: discussion, conversation, active listening, on topic			
Grade Specific Standard	Skills	Procedures and Examples	
1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.			
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<ul style="list-style-type: none"> Follow determined rules during class discussions 	<ul style="list-style-type: none"> Establish and model rules for discussion including: active listening, turn taking, respect opinions, establishing roles Create classroom rules chart Practice large and small group discussions 	
b. Build on others' talk in conversations by linking their comments to the remarks of others.	<ul style="list-style-type: none"> Contribute to the classroom conversations by active listening, asking questions, and linking comments within the discussion Demonstrate ability to stay on topic 	<ul style="list-style-type: none"> Provide opportunities for classroom conversations Introduce how to link conversations Model "give and take" within a discussion Model characteristics of good conversation: <ul style="list-style-type: none"> - Pose and respond to questions, avoid repetition, stay on topic, etc. 	
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	<ul style="list-style-type: none"> Clarify discussion topics during classroom conversation 	<ul style="list-style-type: none"> Introduce and model appropriate techniques for further explanation Practice large and small group discussions 	

Essential Question(s): How do readers use information presented in diverse formats to determine main ideas and supporting details?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
Standard: SL.2.2			
Vocabulary: key idea, detail, media, active listening			
Grade Specific Standard	Skills	Procedures and Examples	
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> Listen for and identify key ideas and details in a text read aloud or information presented orally Listen for and identify information presented in a variety of formats Retell a text or information using key ideas and/or details 	<ul style="list-style-type: none"> Teach/review strategies for active listening Present information through various media formats Model how to identify key ideas and details in media presented orally 	

Essential Question(s): How do listeners evaluate speakers?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
Standard: SL.2.3			
Vocabulary: N/A			
Grade Specific Standard	Skills	Procedures and Examples	
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<ul style="list-style-type: none"> Ask and answer questions about information presented by a speaker Elaborate on the points made by the speaker 	<ul style="list-style-type: none"> Teach effective questioning strategies to evaluate a speaker Teach students how to ask and answer higher level questions (Bloom's Taxonomy) 	

Essential Question(s): How do speakers vary their presentation of information dependent upon the established task, purpose and audience?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
Standard: SL.2.4			
Vocabulary: relevant, irrelevant, time order words, transitions, non-verbal techniques, public speaking, communication, pace, volume, tone			
Grade Specific Standard	Skills	Procedures and Examples	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<ul style="list-style-type: none"> Distinguish between relevant and irrelevant details Use time order words/transitions to sequence important event Use appropriate non-verbal techniques to enhance communication Speak at an appropriate pace, volume, and tone 	<ul style="list-style-type: none"> Introduce and model basic public speaking skills Demonstrate the use of non-verbal techniques (posture, eye contact, facial expression and gesture) Create a public speaking checklist Provide opportunities for students to practice public speaking skills 	

Essential Question(s): How do students enhance a presentation?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Standard: SL.2.5			
Vocabulary: presentation, visual display			
Grade Specific Standard	Skills	Procedures and Examples	
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> Read story or poem (original or previously published) aloud for recording Use a variety of formats to enhance reading (visual display) 	<ul style="list-style-type: none"> Use a variety of technologies to record students individually reading aloud: <ul style="list-style-type: none"> - Tape recorder - Video camera - Podcast - iMovie - PowerPoint - Recordable books 	

Essential Question(s): How do students demonstrate command of formal English?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate			
Standard: SL.2.6			
Vocabulary: communicate, clarify, fragment, complete, and run-on sentences			
Grade Specific Standard	Skills	Procedures and Examples	
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none"> • Distinguish among fragment, complete and run-on sentences • Speak in complete sentences <ul style="list-style-type: none"> - Provide requested detail or clarification 	<ul style="list-style-type: none"> • Encourage students to speak in complete sentences • Model the use of standard English • Observe and document students' use of language 	

Language Arts Curriculum: Grade 2
Language

Essential Question(s): How do students effectively use the conventions of standard English to convey a message?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Conventions of Standard English			
Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Standard: L.2.1			
Vocabulary: collective nouns, irregular plural nouns, reflexive pronouns, adjectives, adverbs, verbs, simple and compound sentences, conjunctions			
Skills	Instructional Procedures	Explanations and Examples	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a. Use collective nouns (e.g., <i>group</i>).	<ul style="list-style-type: none"> Identify and define collective nouns 	<ul style="list-style-type: none"> Provide examples of collective nouns Provide oral and written practice 	
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	<ul style="list-style-type: none"> Identify and define frequently occurring irregular plural nouns Form the irregular plurals of frequently occurring singular nouns 	<ul style="list-style-type: none"> Provide examples of irregular plural nouns Provide oral and written practice 	
c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	<ul style="list-style-type: none"> Identify and define reflexive pronouns Demonstrate the use of reflexive pronouns in oral and written language 	<ul style="list-style-type: none"> Provide examples of reflexive pronouns Provide oral and written practice 	
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	<ul style="list-style-type: none"> Identify and define past tense of frequently occurring irregular verbs 	<ul style="list-style-type: none"> Provide examples of past tense irregular verbs Provide oral and written practice 	
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	<ul style="list-style-type: none"> Identify and define adjectives and adverbs Distinguish between adjectives and adverbs Use adjectives and adverbs correctly 	<ul style="list-style-type: none"> Provide examples of adjectives and adverbs (review verbs) Demonstrate the correct use of adjectives and adverbs Provide oral and written practice 	
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	<ul style="list-style-type: none"> Distinguish between a simple and compound sentence Produce complete simple and compound sentences 	<ul style="list-style-type: none"> Provide examples of complete simple and compound sentences (teach conjunctions) Provide oral and written practice 	

Essential Question(s): How do students effectively use the conventions of standard English mechanics to convey a message?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Conventions of Standard English			
Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Standard: L.2.2			
Vocabulary: capitalization, commas, apostrophe, contractions, possessive, parts of a letter: greeting and closing, reference materials			
Skills	Instructional Procedures	Explanations and Examples	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a. Capitalize holidays, product names, and geographic names.	<ul style="list-style-type: none"> Distinguish between common and proper nouns Demonstrate correct capitalization of holidays, product names, and geographic names in writing Use correct capitalization 	<ul style="list-style-type: none"> Provide examples of correct and incorrect capitalization Provide written practice 	
b. Use commas in greetings and closings of letters.	<ul style="list-style-type: none"> Identify the components of a letter Demonstrate the correct use of commas when writing letters 	<ul style="list-style-type: none"> Provide examples of letters Provide written practice <ul style="list-style-type: none"> Have students write a friendly letter 	
c. Use an apostrophe to form contractions and frequently occurring possessives.	<ul style="list-style-type: none"> Identify and explain the purpose and formation of contractions and possessives. Demonstrate correct formation and use of contractions and possessives. Use apostrophes in contractions and possessives correctly. 	<ul style="list-style-type: none"> Provide examples of correct use and formation of contractions and possessives. Provide written practice 	
d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	<ul style="list-style-type: none"> Identify common spelling patterns. Demonstrate use of learned spelling patterns when writing. 	<ul style="list-style-type: none"> Provide examples of spelling patterns (i.e. word wall) Provide oral and written practice 	
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> Apply alphabet knowledge to use beginning dictionaries to check and correct spelling. Strengthen writing by using reference materials when drafting and editing. 	<ul style="list-style-type: none"> Model use of reference materials to check spelling 	

Essential Question(s): How do students use their knowledge of language to communicate effectively and increase understanding?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Knowledge of Language			
Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening			
Standard: L.2.3			
Vocabulary: formal English, informal English			
Skills	Instructional Procedures	Explanations and Examples	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
a. Compare formal and informal uses of English.	<ul style="list-style-type: none"> Identify and distinguish between formal and informal English. Identify purposes, audiences, and environments that require formal and informal English. Adjust use of formal and informal English for purpose, audience, and environment. 	<ul style="list-style-type: none"> Provide examples of formal and informal uses of English Listen to examples of formal/informal language Provide oral and written practice 	

Essential Question(s): How do students use context clues and word parts to clarify the meaning of unknown words?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
Standard: L.2.4			
Vocabulary: context clue, prefix, suffix, root word, compound word, glossary, dictionary			
Skills	Instructional Procedures	Explanations and Examples	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.			
a. Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> Identify context clues that help determine or clarify the meaning of a word or phrase. Access prior knowledge to help determine or clarify the meaning of a word or phrase. Discuss words and word meanings as they are encountered. 	<ul style="list-style-type: none"> Model the use of context clues to determine the meaning of unknown words Provide oral and written practice 	
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	<ul style="list-style-type: none"> Identify common prefixes and their meaning. Use meaning of known words and prefixes to explain the meaning of new words 	<ul style="list-style-type: none"> Create a prefix meaning charts (i.e. re-, pre-, etc.) Teach how prefixes affect the meaning of a root word Provide written practice 	
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	<ul style="list-style-type: none"> Identify and define the root word in unknown words. Identify common suffixes and their meanings. Use meaning of prefixes and suffixes to explain the meaning of known root words. 	<ul style="list-style-type: none"> Teach students how to identify known roots within unknown words to determine new word meaning Review common prefixes and suffixes (refer to charts) Provide written practice 	
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	<ul style="list-style-type: none"> Identify compound words presented orally and in a variety of texts. Combine meanings of individual words together to determine meaning of new compound words. Use compound words orally and in writing. 	<ul style="list-style-type: none"> Given the definition of compound words, have students identify which individual words would combine to create the compound word Provide written practice 	

<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> • Apply alphabet knowledge to use glossaries and dictionaries. • Use guide words and text features to help find information within a specific source. • Strengthen writing by using glossaries and beginning dictionaries to determine word choice. 	<ul style="list-style-type: none"> • Model use of dictionary and glossary when new vocabulary words are presented • Provide opportunities for practice 	
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<p>Essential Question(s): How do students demonstrate their understanding of word meaning when making connections between related words?</p>			
<p>21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration</p>			
<p>Language</p>			
<p>CCR Anchor Standard: Vocabulary Acquisition and Use</p>			
<p>Anchor Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.</p>			
<p>Standard: L.2.5</p>			
<p>Vocabulary: synonym, adjective, verb</p>			
<p>Skills</p>	<p>Instructional Procedures</p>	<p>Explanations and Examples</p>	
<p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>			
<p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p>	<ul style="list-style-type: none"> • Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life 	<ul style="list-style-type: none"> • Model making connections between words and their uses (verbalize thinking process) 	
<p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<ul style="list-style-type: none"> • Identify synonyms for given verbs and adjectives • Use context clues to distinguish intensity (nuances) of meaning among synonyms 	<ul style="list-style-type: none"> • Verb: Demonstrate different degrees of action Ex: The differences between tossing, hurling, and throwing a ball • Adjectives: Using an illustration, have students determine adjectives to describe the picture. After creating the list of adjectives, determine which words are most accurate according to the context 	

Essential Question(s): How do student apply their knowledge of the English language to communicate most effectively?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
Standard: L.2.6			
Vocabulary: N/A			
Skills	Instructional Procedures	Explanations and Examples	
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	<ul style="list-style-type: none"> • Use grade appropriate language and vocabulary at a level of proficiency • Use standard English to communicate effectively 	<ul style="list-style-type: none"> • Provide strategies and examples of using standard English • Provide speaking and writing opportunities during which students can strengthen command of standard English 	