



READING: Literature

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Key Ideas and Details							
<input type="checkbox"/>	2RL 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				Who is this story about? Where did it take place? Which of these details is really important to the story? How does knowing where the story takes place, help us understand the story? Can you outline the key details in the text? Where in the passage did you find that key detail? How do you know that it is a key detail? What might you want to know about...? Don't forget to ask yourself/partner____. What does this character want? Who are the main characters? What is the author trying to tell me? What is the main message of the story? Academic Vocabulary: question, answer, demonstrate, key details, understanding, text, details, information	
<input type="checkbox"/>	2RL 2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.				What is the central message in this story, fable, or folktale? Determine and verbalize the problem/conflict and resolution in the story, fable, or folktale. What is the moral of the story? fable? folktale? How is this story, fable, folktale different from what you already know? Where does this story come from? Academic Vocabulary: recount, fables, folktales, determine, determiner, central message, moral, resolution, sequence, problem,	
<input type="checkbox"/>	2RL 3.	Describe how characters in a story respond to major events and challenges.				Retell the story in sequential order. Who are the major and minor characters? How do the major/minor characters respond to important challenges in the story? What effect do the events in the story have on the characters? What decision could the characters have responded to differently? How does the character change? Academic Vocabulary: describe, major event, minor event, major/minor characters, interaction of characters, challenges, sequence of events,	
Craft and Structure							
<input type="checkbox"/>	2RL 4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <u>(See grade 2 Language Standards 4-6 for additional expectations.)</u>				Can you identify words that rhyme? What is difference between a word, a phrase, or a sentence? Find a sentence that shows an example of alliteration. Can you come up with a sentence where all the words start with the letter ____? Identify words that rhyme. Identify and clap the rhythm in a stanza. Do you see any repetition in this story, poem, or song? Why do you think the author repeated that line? How do you know this is a poem and not a story? Academic Vocabulary: distinguish, alliteration, emphasis, rhyme, rhythm, repetition	

Continued on next page



READING: Literature - continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Craft and Structure continued							
<input type="checkbox"/>	2RL 5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.				Describe the beginning, middle, and end of the story. What are the character's problems? Read to your partner the section where the character's problem begins to be solved. How does the character solve the problem? Look at this section, why did the author add _____? Analyze this paragraph, what is the author trying to tell you? What information does the author include at the beginning of the story that helps you understand the rest of the story? In which part of the story does most of the action occur? Academic Vocabulary: analyze, text, paragraph, section, chapter	
<input type="checkbox"/>	2RL 6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.				Describe the difference between the two character's points of view. Can you change your voice so it sounds like how the character might sound? What makes the characters speak or act differently? Why was it important for the author to use dialogue? How are the characters different or alike? What contrast can you make between the characters? Would you think the same way as the character does? Why? Why not? Academic Vocabulary: distinguish, point of view, opinion, dialogue, contrast	
Integration of Knowledge and Ideas							
<input type="checkbox"/>	2RL 7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.				What clues do the illustrations in the story provide to help you understand the setting in the story? What clues do the illustrations in the story provide to help you understand the characters in the story? What clues do the illustrations in the story provide to help you understand the plot of the story? Today you will use the computer to read this story. When you use the computer station, you will be using this site to read some stories. What did you learn about the characters, setting, or plot from the words the author used? Academic Vocabulary: illustrations, character, setting, plot, digital text	
<input type="checkbox"/>	2RL 8.	(Not applicable to literature)					
<input type="checkbox"/>	2RL 9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.				Why do you think the authors created their own version of the same story? What are some of the differences you notice in the two stories? Did the authors change the main ideas in their versions of the story? Compare and contrast the differences in the authors' interpretation. Which culture (country) is represented in this story? What is the relationship between the two stories? What would have happened in the story if the cultural setting were different? Academic Vocabulary: compare, contrast, author, culture, character, plot, theme, story, interpretation	

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READING: Literature - continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Range of Reading and Level of Text Complexity							
<input type="checkbox"/>	2RL 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.				Please keep track of the stories you are reading at home by having your parents sign the sheet. Have you read any poems, adventure stories, or fairy tales lately? Can you tell me what you have liked so far about the text (prose/poetry)? Does this story/poem remind you of any other stories/poems we have read? Compare this piece to other pieces of text you have read. Identify similarities between the two pieces. What other stories or poems have you read about _____? Predict what you think will happen next in the story. What makes you think that will happen? How do you know? Academic Vocabulary: comprehend, independently, proficiently, literature, character, plot, setting, author	

Additional Notes from the Student Reading Standards K5

MEASURING TEXT COMPLEXITY: THREE FACTORS

Qualitative evaluation of the text:

Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text:

Readability measures and other scores of text complexity

Matching reader to text and task:

Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A of the California Common Core Standards.

Range of Text Types and Purposes

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Text
Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics



READING: Informational Text

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Key Ideas and Details							
<input type="checkbox"/>	2RI .1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				Asking yourself questions that will help you understand the story, like: Who is this story about? Where did it take place? What is happening now? Why do you think the author included that detail? Where in the passage did you find that key detail? How do you know that is a key detail? What details are important in order to tell the story? How do the key details make a difference at the end of the story? Academic Vocabulary: question, answer, demonstrate, details, text, outline, passage	
<input type="checkbox"/>	2RI 2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.				What is the main idea of this text? What is the topic sentence in this paragraph? What additional details does the author give us in this paragraph that helps us understand the main topic? Construct the main ideas of multiple paragraphs in a text. Is there a map or graphic organizer you can use to keep track of the main ideas in each paragraph? List some of the supporting details found in this multi-paragraph text. What is the focus of this paragraph? Academic Vocabulary: paragraph, multi-paragraph, main topic, key details, focus, graphic organizer	
<input type="checkbox"/>	2RI 3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.				Which step would you do first? Which would you do last? How has this _____ changed over time? Show me how scientific ideas or concepts are the same and how they are different? Using a timeline, sequence the historical events. Compare the historical events to your present life. Is the past important? What can we learn from the past? Why is it important to do step 1 in a technical procedure before step 3? What do you think would happen if you did not follow the steps in order? Academic Vocabulary: compare, contrast, sequence, historical, technical, scientific, timeline	
Craft and Structure							
<input type="checkbox"/>	2RI 4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (<u>See grade 2 Language Standards 4-6 – Vocabulary Acquisition and Use - for additional expectations.</u>)				Explain and/or demonstrate how to look up words in a dictionary using the first two letters of a word. What will you do if you come to a word you don't know? Remember to look at our poster if you need help understanding a word. What strategies can you use to help find out what a word means? How does the particular meaning of the same word change in different contexts? Explain the meaning of the word that includes a prefix or suffix from the text. Did you try using the computer's dictionary to find the meaning of the word? Academic Vocabulary: root word, compound word, prefixes, suffixes, dictionary, digital dictionary	
<input type="checkbox"/>	2RI 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.				Can you find _____ feature in the text? Open your book. Find the index, glossary, and heading. Put your finger on the word that is in bold print. Are there any words that are written in bold print? Why do you think the author wrote that word in bold print? Where would you find a glossary or index in your book? Retell key facts from text. Under the subheading of _____, find a key fact. Why are icons important, and how do they help us locate key facts? On the computer, can you find the icon that means undo, save, Internet Explorer? I will show you some icons; you tell me what they mean. Academic Vocabulary: bold print, subheading, caption, icons, glossaries, indexes	



Informational Text



READING: Informational Text - continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Craft and Structure continued							
<input type="checkbox"/>	2RI 6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.				What is the author's intent in this text? What does the author explain or describe in this passage? Describe the information the author gives you in the text. After reading the text, what information did the author describe to you? Summarize the author's intent. Determine the author's _____(description, explanation) from the text. In the text we just read, is the author trying to explain, describe or answer something? What makes you think that? Academic Vocabulary: main purpose, author's intent, description, explanation, passage	
Integration of Knowledge and Ideas							
<input type="checkbox"/>	2RI 7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.				How does reading the chart, diagram help you understand what the author is trying to say? What information did you gather from that _____ diagram that aided your understanding? Restate the important facts from the chart or graph using the _____. What examples can you find to _____? What conclusions can you draw _____? How can you make use of these facts and graphs? Academic Vocabulary: images, diagram, charts, graphs, clarify, example, conclusions	
<input type="checkbox"/>	2RI 8.	Describe how reasons support specific points the author makes in a text.				What does the writer think about the problem? Explain in your own words the reasons that support the author's main purpose. Why do you think the author wrote that? What details did the author use to support his/her main purpose? Did the author justify his/her ideas? Why did the author write this piece? Academic Vocabulary: reasons, justify, explain, details, support, main purpose	
<input type="checkbox"/>	2RI 9.	Compare and contrast the most important points presented by two texts on the same topic.				What is the text about? What are the key details? Read both texts. What is the difference between them? (contrast), How are the two pieces alike? (compare), Can you fill in the Thinking Map showing the similarities and differences between the two texts? How were the illustrations used in both books? What did the illustration in the books tell you? Can you tell your partner what is the same/different about what you are reading? Academic Vocabulary: compare, contrast, illustrations, key details, text, similarities, differences	
Range of Reading and Level of Text Complexity							
<input type="checkbox"/>	2RI 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.				Do you have any questions about what you are reading? If you don't understand, who can you ask to help you? Did you use the illustrations/graphics to help you understand? Point to a textual feature. Why do you think the author included it? What graphics help you the most? How is the informational text different from _____? You might want to read this book about _____. It has much useful information. Academic Vocabulary: illustrations, graphics, text, textual features, author, informational text, self-monitoring	



READING: Foundational Skills

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Print Concepts (no standards this grade)							
Phonological Awareness (no standards this grade)							
Phonics and Word Recognition							
<input type="checkbox"/>	2RF 3	Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text.</u>				Are there any chunks you know that can help you figure out what this word means? Does the word have suffixes or prefixes you know? How many parts do you hear in that word? Are there any patterns you can use to help you write the word? Academic Vocabulary: evidence, suffixes, prefixes, multi-syllable, appropriate, irregular	
<input type="checkbox"/>	2RF 3a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.					
<input type="checkbox"/>	2RF 3b.	Know spelling-sound correspondences for additional common vowel teams.					
<input type="checkbox"/>	2RF 3c.	Decode regularly spelled two-syllable words with long vowels.					
<input type="checkbox"/>	2RF 3d.	Decode words with common prefixes and suffixes.					
<input type="checkbox"/>	2RF 3e.	Identify words with inconsistent but common spelling-sound correspondences.					
<input type="checkbox"/>	2RF 3 f.	Recognize and read grade-appropriate irregularly spelled words.					
Fluency							
<input type="checkbox"/>	2RF 4	Read with sufficient accuracy and fluency to support comprehension.				Why did you choose this selection? What can you do when the story/text doesn't make sense? What strategies can you use when you don't understand the text? Can you read this paragraph fluently and with expression? Why is it important to scan the page? Did you skim the page looking for information? When you self-monitor, you _____. What does it mean to read fluently? Did you re-read the part you didn't understand? Academic Vocabulary: selection, strategies, paragraph, fluently, expression, skimming, scanning, self-monitor	
<input type="checkbox"/>	2RF 4.a.	Read grade-level text with purpose and understanding.					
<input type="checkbox"/>	2RF 4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.					
<input type="checkbox"/>	2RF 4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					



WRITING: Opinion/Argument

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Text Types and Purposes							
<input type="checkbox"/>	2W 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.				Who is your audience? What is your purpose for writing? From what point of view will you be writing? Did I completely explain my opinion of topic or argument in my paper? Does the reader know my opinion? How did I support my opinion with details? Did I include transitional or linking words? Did my opinion end with a strong conclusion? Does your conclusion sum up or restate your opinion or purpose? What linking words could you use to help your reader follow your thinking? Academic Vocabulary: argument, support claims, substantive topics, valid reason, evidence	

Informative/Explanatory



WRITING: Informative/Explanatory

<input type="checkbox"/>	2W 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.				Are you writing to inform or explain? What is your topic? Did you begin your writing with a topic sentence? What example, definitions, and details will you use to explain your topic? Why did you choose this topic? What details will you use to explain your topic? What examples would help you explain your topic? Can you use a quote? Why would this be important? Where can you find more information about your topic? Academic Vocabulary: topic, inform, explain, topic sentence, examples, definitions, details, quote	
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Narrative



WRITING: Narrative

<input type="checkbox"/>	2W 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.				Who is your story about? Where does your story take place? (Setting). Why was this setting important to your story? Did you use words like earlier, later, soon, to show how time is changing in the story? What problem will the main character face? Does the problem change the character's acts or thoughts? Have you used details that will help your readers see and know the characters? What events will lead up to your conclusion? Where can you add more descriptive words and information to make your story more exciting? Academic Vocabulary: setting, major/minor character, problem, details, descriptive words, information, events, details, experience	
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WRITING: All Genres

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Production and Distribution of Writing							
<input type="checkbox"/>	2W 4.	<u>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</u>				What is your purpose for writing this piece? Who will be reading your writing? Who is your audience? How will you organize your writing? What information will you need to add to help your reader understand? Where can you add more information to help the reader understand? Academic Vocabulary: organize, purpose, audience, chronological order, sequential order, cause/effect, develop, persuade, entertain, inform	



WRITING: All Genres continued

☐	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
☐	2W 5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.				What will you use to help you organize your ideas? Can you create a graphic organizer/thinking map to help you sequence your ideas and events? Can you share with your partner what you plan to write? Does your partner have ideas that you can use? Have you completed your first draft? Can you re-write this so that the ideas/details are clearer? Is there a better way you could write your beginning? What is your topic sentence? Have you asked your partner to give you feedback about what you have written so far? Have you used your editing/proofreading checklist to help you make any changes? Academic Vocabulary: develop, plan, organize, purpose, editing, revising, proofreading, feedback	
Production and Distribution of Writing continued							
☐	2W 6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.				Have you and your group decided what you will write about? How will you divide the work so that you all contribute to the project? Where will you save your work until you are ready to print? What program will you use to publish your work? Word? PowerPoint? etc. What online resources can you use to help write your paper? Academic Vocabulary: technology, digital, word processing, copy and paste, PowerPoint, Google, search engine, toolbar, spell-check	
Research to Build and Present Knowledge							
☐	2W 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).				What is the topic of your report? Can you narrow your topic? What sources will you use to find information? What key words can you use to find your topic online? Where can you go to find more information? How will you give your sources credit? What is the page called where you will list your sources? How will your group divide the work? Academic Vocabulary: topic, sources, information, key words, online, information, credit, cite, bibliography, citation page	
☐	2W 8.	Recall information from experiences or gather information from provided sources to answer a question.				What sources did you use to find your information? What sources did you find on an internet search? What sources did you find in a library search? How can you paraphrase this sentence? Can you write this sentence using your own words? Is this information important to your research? Can you use an organizer to help you group your ideas? Academic Vocabulary: sources, list, bibliography, citation page, cite, note-taking, paraphrase, internet search, library sources	
☐	2W 9.	Standard begins in grade 4.					
Range of Writing							
☐	2W 10.	<u>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 discipline-specific tasks, purposes, and audiences.</u>				Write about You will have _____ minutes to write about What will you do to plan your writing? Use your proofreading checklist when you are editing and revising. Re-read your writing or ask a partner to read it to see if there are additions you need to make. As you plan your paper, think about who your audience is, and why you are writing. How is writing a report different from writing a narrative? Academic Vocabulary: research, report, narrative, reflection, revise, proofread, edit, audience, proofreading, checklist	



Speaking & Listening



SPEAKING and LISTENING:

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Comprehension and Collaboration							
<input type="checkbox"/>	2SL 1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.				Do you agree with your partner regarding the text? Why or why not? Please explain. Can you elaborate on your partners' comment? Please express your opinion. Is there anything you can add to your partner's comment? When given a prompt, students will use established rules for group discussion. When you work in your groups, remember to follow the rules for listening and speaking. I didn't understand; can you repeat that? Academic Vocabulary: collaboration, conversation, discussion, comments	
<input type="checkbox"/>	2SL 1a.	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).					
<input type="checkbox"/>	2SL 1b.	Build on others' talk in conversations by linking their comments to the remarks of others.					
<input type="checkbox"/>	2SL 1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.					
<input type="checkbox"/>	2SL 2.a	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <u>Give and follow three- and four-step oral directions.</u>				What was the main idea of the video? Can you discuss it with your partner? How did you decide this was the main idea? Using your own words, summarize the video with your partner? Can you explain this graph? This chart explains _____. Why is information put into charts or graphs? Can you think of any other information that could be graphed or charted? Can you describe the steps you followed? Academic Vocabulary: oral, media, video, graphs, graphics, charts, main idea, supporting ideas, summarize	
<input type="checkbox"/>	2SL 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.				What did the speaker say? What was the most important part that you heard? What would you say if you didn't understand the speaker? What would be one question that you could ask so you could find out more information? What was the most important detail? I didn't understand; can you share some examples? Can you say that in a different way? Academic Vocabulary: speaker, information, important, understand, describe, detail	

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Speaking & Listening

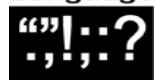


SPEAKING and LISTENING: continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Presentation of Knowledge and Ideas							
<input type="checkbox"/>	2SL 4.a	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <u>Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</u>				What is the theme of your report or presentation? Did you write or present facts that were relevant? What descriptive words or language did you use? When you related the events, did they have a beginning, middle, and an end? Does the order of your presentation make sense? Academic Vocabulary: theme, pace, descriptive, relate, recount, recall, relevant	
<input type="checkbox"/>	2SL 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.				What is the theme of your presentation? What visuals will you use to enhance your presentation? Have you practiced your reading, emphasizing important words or points? How is your pacing? At what time in your presentation will you show your visuals? Do your visuals support your presentation theme? Have you chosen a book/poem to record? How did you decide? Academic Vocabulary: Spanish Cognate, presentation, display, visual, theme, enhance, emphasizing	
<input type="checkbox"/>	2SL 6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language Standards 1 and 3 – Conventions of Standard English – next page – for specific expectations.)				Don't forget to use a complete sentence. Who is your audience? Would you use formal or informal English with this audience? Why would you use formal English? Why would you use informal English? What type of language do you use when talking to friends? What type of language do you use when giving a presentation? What is the specific vocabulary that relates to your topic? When will you use this specific vocabulary? Academic Vocabulary: audience, formal English, informal English, presentation, respond, specific vocabulary	



Language



LANGUAGE: Conventions

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Conventions of Standard English							
<input type="checkbox"/>	2L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				Listen as I read what you wrote. Did that sound right? Read what you wrote slowly. Did you write what you just said? Is there another word that would be specific? How might you write the plural of that word? Can you add adjectives to your sentence? Can you tell where the action happened? Academic Vocabulary: legible, collective noun, irregular verbs, pronouns, adjectives, produce, simple sentence, compound sentence, past tense	
<input type="checkbox"/>	2L 1a.	Use collective nouns (e.g., <i>group</i>).					
<input type="checkbox"/>	2L 1b.	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).					
<input type="checkbox"/>	2L 1c.	Use reflexive pronouns (e.g., <i>myself, ourselves</i>).					
<input type="checkbox"/>	2L 1d.	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).					
<input type="checkbox"/>	2L 1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.					
<input type="checkbox"/>	2L 1f.	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>).					
<input type="checkbox"/>	2L 1g.	<u>Create readable documents with legible print.</u>					
<input type="checkbox"/>	2L 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				What words in this sentence should be capitalized? Remember to capitalize the name of a place. What punctuation do you need to show something belongs to someone? When you combine two words to make a contraction, you need to add an apostrophe. What can you use to help you check your spelling? Academic Vocabulary: capital, holidays, product names, apostrophe, contractions, greeting, letter, spelling patterns	
<input type="checkbox"/>	2L 2a.	Capitalize holidays, product names, and geographic names.					
<input type="checkbox"/>	2L 2b.	Use commas in greetings and closings of letters.					
<input type="checkbox"/>	2L 2c.	Use an apostrophe to form contractions and frequently occurring possessives.					
<input type="checkbox"/>	2L 2d.	Generalize learned spelling patterns when writing words (e.g., <i>cage → badge; boy → boil</i>).					
<input type="checkbox"/>	2L 2e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.					
Knowledge of Language							
<input type="checkbox"/>	2L.1.3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.				Have you determined the purpose for your speech/writing/presentation? Who will be your audience? Is the tone, or style, appropriate to your audience? Have you followed the rules of punctuation and grammar? Did you practice your presentation with your group, and did they provide you with feedback? In your group, did you talk about using precise language to convey your ideas? Did you use a thesaurus to locate other ways to say _____? Did you use quotes, questions, or exclamations to add importance to your writing/presentation? Academic Vocabulary: purpose, presentation, audience, tone, style, punctuation, grammar, precise, thesaurus, quote, speech	



LANGUAGE: Vocabulary

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Vocabulary Acquisition and Use							
<input type="checkbox"/>	2L 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.				What strategies have you used to help you figure out what this word means? Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word? Have you read the sentences around the word to help you determine what the word means? Can you go online and search for the meaning of the word? There are two meanings for this word. Can you use them to help you understand what the word means? Academic Vocabulary: multiply meaning, precise, definition	
<input type="checkbox"/>	2L 4a.	Use sentence-level context as a clue to the meaning of a word or phrase.					
<input type="checkbox"/>	2L 4b.	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>).					
<input type="checkbox"/>	2L 4c.	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>).					
<input type="checkbox"/>	2L 4d.	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>).					
<input type="checkbox"/>	2L 4e.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.					
<input type="checkbox"/>	2L 5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.				Where do you think the word <i>_(quickly)_</i> comes from? What is the author telling us when he used the word <i>_spicy_</i> ? In what other context could this word be used? Without changing the meaning, what word could you add to make the sentence stronger? What word would best describe this character? What is the literal meaning of this sentence? What real-life connection can you make? Which word is the best to use so that we can really show what this is like? Let's make a list from ___ to ___ so that we can decide which word is best to use (Gradient Scale e.g., hot to cold; slow to fast; walk to run). Academic Vocabulary: shades of meaning, literal meaning, adjectives, adverbs, real life-connections, context, specific	
<input type="checkbox"/>	2L 5a.	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).					
<input type="checkbox"/>	2L 5b.	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>).					
<input type="checkbox"/>	2L 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., <i>When other kids are happy that makes me happy</i>).				Today our target word is _____. Look for a chance to use this word today. As part of your homework, I want you to look for the words that we have been studying. Can you think of a better word to use here? What would be a more precise word? Without changing the meaning of the sentence, which word can best be used to replace the underlined part? What word would best describe _____? Can you restate this sentence using more precise words? Can you replace a word in this sentence with another word that is more precise or specific? Academic Vocabulary: academic, specific, general, emotions, actions, precise, shades of meaning	