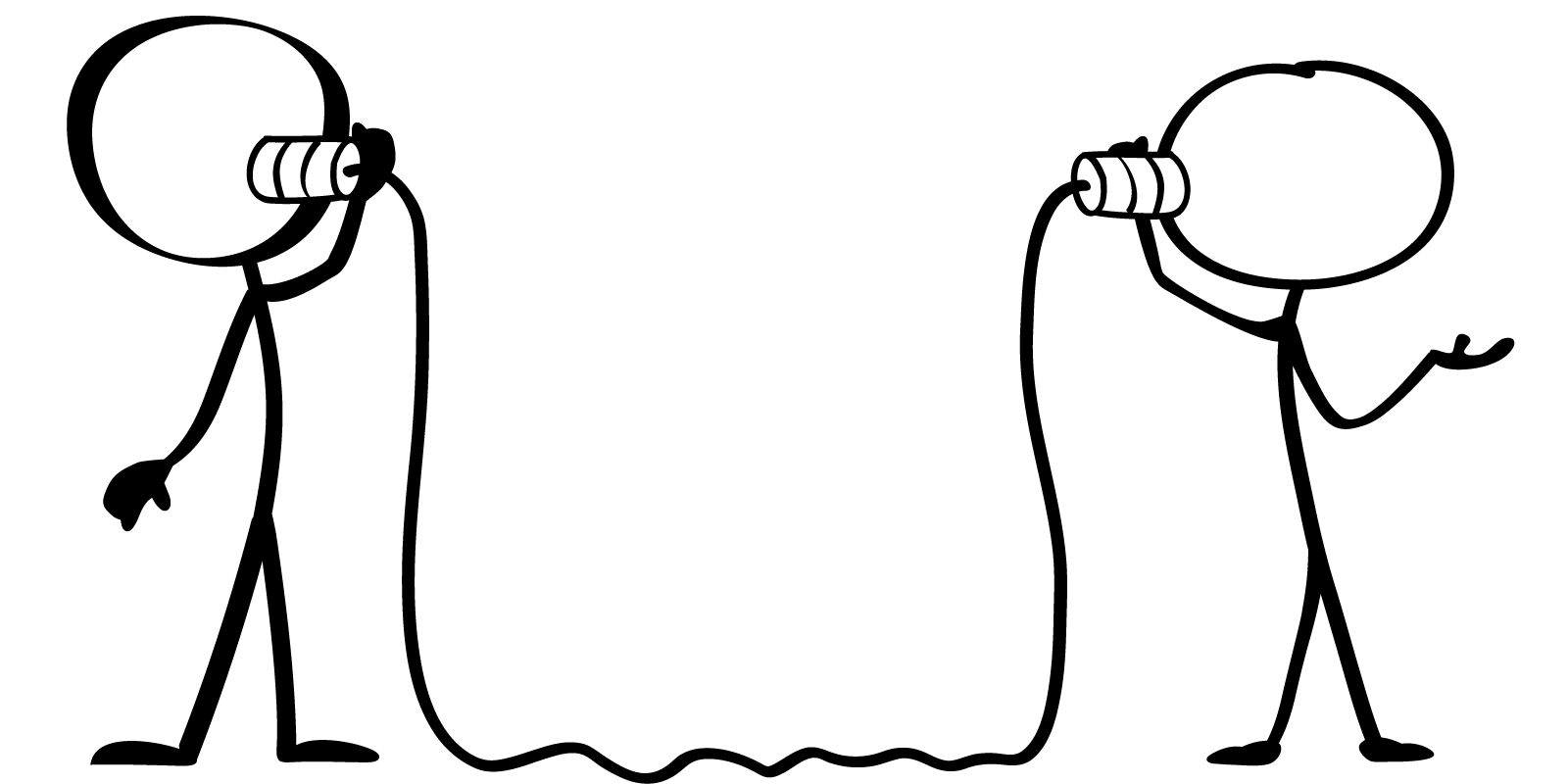
**Content**:

1. **Introduction**
2. **Integrated ELA**
3. **Five Dimensions of Teaching & Learning**
4. **Resources & Strategies**
5. **Grade 2 CCSS Check List**

**2**

**Pacing Guide by Quarters**

**Grade 2 Integrated CCSS English Language Arts**



**Speaking**



**Listening**

**Reading**

**Writing**



**Introduction and Overview**

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| All **c**ommon **c**ore **s**tate **s**tandards represent essential content that must be taught in English Language Arts in order to avoid gaps in student learning. | | | | | | | | | | | | | | | |
|
| The nature of the ELA common core standards (reading, writing, language and speaking/listening) obliges our instruction to be integrative. Anthologies will become ***secondary*** supportive resources while the CCSS will be the ***primary*** guide. | | | | | | | | | | | | | | | |
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|
| **Second grade** students will be exposed to a wide genre of literary and informational text. | | | | | | | | | | | | | | | |
| Text Types: (approximate lexile range for grades 2-3 is ‘450-790’). | | | | | | | | | | | | | | | |
|  | ***Literary Text*** is reading to explore others’ experiences; reading for enjoyment. | | | | | | | | | | | | | | |
|  |  | *Stories* | | | | | | | | | | | | | |
|  |  | adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths | | | | | | | | | | | | | |
|  |  | *Dramas* | | | | | | | | | | | | | |
|  |  | Includes staged dialogue and brief familiar scenes | | | | | | | | | | | | | |
|  |  | *Poetry* |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | nursery rhymes and subgenres of the narrative poem, limerick, and free verse poem | | | | | | | | | | | | | |
|  | ***Informational Text*** is reading to be informed. | | | | | | | | | | | | | | |
|  |  | *Literary Nonfiction and Historical, Scientific, and Technical Texts* | | | | | | | | | | | | | |
|  |  | 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. | | | | | | | | | | | | | |
|  |  |

**D**epth **O**f **K**nowledge

The Common Core State Standards require high-level cognitive demand, such as asking students to demonstrate deeper conceptual understanding through the application of content knowledge and skills to new situations and sustained tasks. Each CCS standard is assigned a “depth(s) of knowledge” that the student needs to bring to the item/task that has been identified on a Cognitive Rigor Matrix from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb’s Depth-of-Knowledge Levels.[**www.smarterbalanced.org**](http://www.smarterbalanced.org)

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| **WEBB’s Depths Of Knowledge (DOKs)** | | | | | | |
| 1. **Recall and Reproduction** | | 1. **Skills and Concepts** | 1. **Short-Term Strategic Thinking** | | 1. **Extended Thinking** |
| **Bloom’s Taxonomy** | | | | | |
| **Knowledge** | **Comprehension** | **Application** | **Analysis** | **Evaluation** | **Synthesis** |

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| ***A Standard is a Depth of Knowledge #1 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #2 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #3 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #4 when students are being asked to…*** |
|  | | | |
| …students are being asked to remember previously learned material by recalling facts, terms, concepts or answers. | … solve problems for new situations by applying learned knowledge, facts or rules in a different way | …examine and break apart information into parts by looking at motives, causes and relationships.  …present and defend an opinion or make a judgment based on a set of criteria | …put information together in a different way by combining elements in a new pattern or proposing a different solution by examining within and across texts (two or more texts). |

**D**epth **O**f **K**nowledge

A standard’s assigned Depth of Knowledge indicates the level of cognition students need to master a task. When a standard has two DOKs, part of the standard is indicating a lower cognitive demand and part a higher cognitive demand. This understanding assists with instructional differentiation, although the highest (often called ceiling) DOK level of a standard is *always* the instructional goal. A DOK level 4 is comparing two or more texts or analyzing ideas within a longer text. Note: Grades K – 2 do not have an assigned Depth of Knowledge for summative assessments (SBAC/PARCC). The DOK’s listed below were taken from Karin Hess’s Reading DOK Descriptors: <http://www.nciea.org/publications/DOKreading_KH08.pdf>

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| **Grade 2: Literary Text (RL) and DOKs** | | | | | | | | | | | | **Informational Text (RI) and DOKs** | | | | | | | | | |
| Standard | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Grade 2 | 1 | 2 | 2,3 | 1,2 | 2 | 3 | 2 | N/A | 4 | N/A |  | 1 | 2 | 3 | 1,2 | 2 | 2,3 | 2 | 3 | 4 | N/A |

*Notes: Anchor Standard 1 in reading (and each grade specific version of this standard) underlies Reading Standards 2-9. Anchor Standard 10 (Range of Reading and Level of Text Complexity) underlies passage selection, rather than being captured under one or more specific assessment target*.

**Overarching standards (taught throughout the year)**

|  |  |
| --- | --- |
| **RL.2. 1** | * Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| **RL.2. 10** | * By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. |
| **RI.2. 1** | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| **RI.2. 4** | Determine the meaning of words and phrases in a text relevant to a grade 2 topics or subject area. |
| **RI.2.10** | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently |
| **RF.2. 3** | Know and apply grade-level phonics and word analysis skills in decoding words. |
| **RF.2.4** | Read with sufficient accuracy and fluency to support comprehension. |
| **W.2.5** | * With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| **SL.2. 1** | Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. |
| **L.2.1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **L.2.3** | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| **L.2.4** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies. |

**Note:** \* Indicates that the CCSS is Increasing in complexity year to year.

**Introduction Quarter One**

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| **Grade 2: Quarter One**  ***Reading Literature*** | | |
| During the first quarter of second grade, students ask and answer questions using who, what, when, where, why and how (RI.2.1, RL.2.1) setting a foundation for using text to explain inferences in grade 3 and beyond. | | |
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|
| Students apply grade 2 reading standards to literature by demonstrating understanding of text through asking and answering questions (RL.2.1), retelling stories, determining a central message, lesson or moral (RL.2.2) and describing how characters respond to events(RL.2.3).  ***Reading Informational Text***  Students demonstrate an understanding of informational text when they describe connections between a series of historical events using language pertaining to comparing and contrasting (RI.2.3). | | |
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|
| Students link reading to writing when they write opinion pieces on topics or texts, supporting opinions with facts and definitions. Students link opinions and reasons using words and phrases (e.g.; because, and, also), (W.2.1). Grade two students also respond and write their own explanatory text. Planning, revising and editing both opinion and explanatory texts involve an integration of language, spelling, vocabulary and reading.  **ELP:** Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard.  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated “units of study.” The standards within each unit of study should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. | | |
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| **Grade Two ELA Standards Matrix**  Use the grade two ELA Standards Matrix to identify a CCSS for an ELA Standard and its corresponding ELP Standard. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level. | | | | | | | |
| **ELP Standards** | | | **Corresponding CCSS for ELA Standards** | | | | |
| **RL** | **RI** | **W** | **SL** | **L** |
| **1** | construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | | **1, 2, 3, 7** | **1, 2, 3, 7** |  | **2** |  |
| **2** | participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | |  |  | **6** | **1** |  |
| **3** | speak and write about grade-appropriate complex literary and  informational texts and topics | |  |  | **2,3** | **4,5** |  |
| **4** | construct grade-appropriate oral and written claims and support them with reasoning and evidence | |  |  | **1** | **4** | **6** |
| **5** | conduct research and evaluate and communicate findings to answer  questions or solve problems | |  |  | **7,8** | **4** |  |
| **6** | analyze and critique the arguments of others orally and in writing | |  | **8** | **1** | **3** |  |
| **7** | adapt language choices to purpose, task, and audience when speaking and writing | |  |  | **5** | **6** | **6** |
| **8** | determine the meaning of words and phrases in oral presentations and literary and informational text | | **4** | **4** |  |  | **4,5** |
| **9** | create clear and coherent grade-appropriate speech and text | |  |  | **2,3** | **4** |  |
| **10** | make accurate use of standard English to communicate in grade appropriate speech and writing | |  |  |  |  | **1** |
| **Legends for Domains (***Claims – Reading – Writing – Speaking/Listening – Language***)** | | | | | | | |
| **RL** Reading for Literature  **RI** Reading for Informational Text  **W** Writing | | **SL** Speaking and Listening  **L** Language | | | | | |

**Pacing Guide by Quarter**

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| **Gr. 2** | **Quarter 1** | | ***Literary Overview***: Second grade students read literary text to ask and answer specific questions beginning with who, what, when, where, why and how. They retell stories from various genre using details in the text to determine the main idea. Second grade students describe in more depth how characters respond to major events and challenges. Integrating the reading standards with writing, language, speaking and listening, second grade students use words to link opinion and reason as they write their own opinion pieces using correct parts of speech, sentence structure and reference materials to correct spelling and word meaning within context. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Literature** | |
| **Unit of Study #1-Literary Text** | | | | **Unit of Study #2- Literary Text** | | **Unit of Study #3- Literary Text** | |
| **Overview:** Second graders show understanding of text by asking and answering questions (**ELP target**) about the main idea beginning with who, what, when, where, why and how (referring to details as evidence). Students respond to character opinion using linking words to connect opinion and reason. | | | | **Overview:** Second graders recount (retell) events in a literary text to determine a central message (**ELP target**). Using cause and effect students predict character opinion based on past events (**ELP Target**). They plan to write an opinion piece about a topic or text by stating an opinion supported by reasons and revise using linking words. | | **Overview:** Second graders describe character responses (in a literary text) to events and challenges using the language of describing (present and progressive verbs) and sequencing (adverbs of time, **2 ELP targets**). Students edit an opinion piece using reference materials to correct spelling. | |
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| **Reading Skill:** | | Main Idea & Supporting Details | | **Reading Skill:** | Cause/Effect | **Reading Skill:** | Sequencing |
| **Reading Strategy:** | | Monitor/Clarify | | **Reading Strategy:** | Predicting | **Reading Strategy:** | Summarizing |
| **E.L.P. Target Function:** | | Informal and Clarifying Questions | | **E.L.P. Target Function:** | Retell/Relate Past Events  Cause/Effect | **E.L.P. Target Function:** | Describing Actions  Sequencing |
| E.L.P. Target Forms: | | Questioning: How, can, what do, when, will, do, you, where, is, why..? | | E.L.P. Target Forms: | Retell: past and present verb tenses, was/were, has/has been, is/are, will be, was going...  Cause and Effect: because/so, IF… can, would, may, must, should | E.L.P. Target Forms: | Describing: (present, progressive verbs)Sequencing: (adverbs of time) follow, first, beginning, middle, end, at last, then, prior to, next, after…. |
|
| **I Read** to ask and answer **questions** to show understanding. | | | | **I Read** to recall and find the message or lesson. | | **I Read** to tell how characters react to **events**. | |
| * **RL.2.1- ELP-1** Ask and answer such **questions** as ***who****,* ***what****,* ***where****,* ***when****,* ***why***, and ***how*** to demonstrate understanding of key details in a text (ask questions about character opinion). | | | | * **RL.2.2 – ELP-1** **Recount** stories, including fables and folktales from diverse cultures, and determine their central **message**, **lesson**, or **moral** (integrate opinion). | | * **RL.2.3 – ELP-1**Describe how characters in a story respond to major **events** and **challenges** (connect to a character’s opinion). | |
|
|
| **I Write** and **Speak** using words that link **opinion** and **reason**. | | | | **I Plan** to write an opinion piece by grouping **reasons**. | | **I Edit** my opinion piece with a **concluding statement**. | |
| * **W.2.1 – ELP-4** (part)…use **linking words** (e.g., *because*, *and*, *also*) to connect opinion and reasons. **SL.2.2.-ELP-1** Recount or describe **key** **ideas** or **details** from a text read aloud or information presented orally or through other media. | | | | * + **W.2.1 – ELP-4** (part) Students introduce the topic or book they are writing about, state an opinion, supply **reasons** that support the **opinion**…. (students begin to plan their own opinion piece). | | * + **W.2.1- ELP-4** Provide a concluding **statement** or section (to the opinion piece).   + **L.2.2.e-ELP-1** Consult **reference materials**, including beginning dictionaries, as needed to check and correct spellings. | |
|
|
| **I Write** to **respond** to a character’s opinion. | | | |
| **W.2.1-ELP-4** (part) Write an opinion piece…(to introduce opinion pieces students **respond** in a journal about a character’s opinion). | | | | **I Revise** my opinion piece to have **linking words**. | | **I Speak** and **Write**using correct forms of speech. | |
| **W.2.1-ELP-4** (part)…use **linking words** (e.g., *because*, *and*, *also*) to connect opinion and reasons. | | **L.2.1.e-ELP-10** Use **adjectives** and **adverbs**, and choose between them depending on what is to be modified(this supports the ELP standard of sequencing). | |
|
| **I Speak** and **Write** using appropriate **language**. | | | |
| * + **L.2.4.a-ELP-8** Use sentence-level **context** as a clue to the meaning of a word or phrase *(students show they understood words in original context by how they are used in their own writing).* | | | | * + **L.2.1.f –ELP-10** Produce, expand, and rearrange complete **simple** and **compound sentences** (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (ELP Standard Support) | |
| **I Speak** about **key ideas**. | |
| **SL.2.2-ELP-1** Recount or describe **key ideas** or **details** from a text read aloud or information presented orally or through other media. | |

• Bold red underlined text, within the standards, indicates topics students need to understand in order to achieve assessment targets.

**Pacing Guide by Quarter**

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| **Gr. 2** | **Quarter 1** | | ***Informational Overview***: Second grade students in the first quarter read informational text to ask and answer questions about who, what, when, where, why and how. They find the main ideas of specific paragraphs within a text using multi-paragraphs to support the text’s main idea or message. This is an important step in theme development. Recognizing connections between historical events, ideas or concepts in technical texts involves comparing and contrasting. Students scaffold to write an explanatory piece by introducing a topic using facts and definitions and concluding with a strong statement. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Informational** | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview**: Second grade students refer explicitly to informational text to ask and answer questions beginning with who, what, when, where, why and how (**ELP target**). They respond to text using facts and definitions with a focus on domain specific language supported by correct verb forms. | | | | **Overview**: Second graders determine main topics within specific paragraphs that support the over-arching main idea. Students plan to write an informational piece with 2 or more paragraphs supporting a topic, revising appropriate verb forms (**ELP target**) and definitions of fact (emphasizing cause and effect as they relay events). | | **Overview**: Second grade students analyze to compare and contrast similarities and differences between events, ideas or concepts (**ELP target**). They edit their explanatory writing piece to include compare and contrast language in their concluding statement or section. | |
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|
| **Reading Skill:** | | Main Idea & Supporting Details | | **Reading Skill:** | Cause/Effect | **Reading Skill:** | Compare and Contrast |
| **Reading Strategy:** | | Monitor/Clarify | | **Reading Strategy:** | Predicting | **Reading Strategy:** | Question |
| **E.L.P. Target Function:** | | Informal and Clarifying Questions | | **E.L.P. Target Function:** | Retell/Relate Past Events  Cause/Effect | **E.L.P. Target Function:** | Comparing/Contrasting |
| E.L.P. Target Forms: | | Questioning: How, can, what, do, when, will, do ,you, where, is, why..? | | E.L.P. Target Forms: | Retell: past and present verb tenses, was/were, has/has been, is/are, will be, was going...  Cause and Effect: because/so, IF… can, would, may, must, should | E.L.P. Target Forms: | Compare and Contrast: like, in the same way, similar, different than, yet, but, even though… (er, est..) |
|
| **I Read** informational text to answer **questions** with evidence. | | | | **I Read** to find the main idea within **specific paragraphs**. | | **I Read** to describe how **events** are the same and different. | |
| * **RI.2.1 – ELP-1** Ask and answer such **questions** as ***who****,* ***wha****t,* ***where****,* ***when****,* ***why***, and ***how*** to demonstrate understanding of key details in a text. | | | | * **RI.2.2- ELP-1** Identify the main topic of a multiparagraph text as well as the focus of **specific paragraphs** within the text. | | * **RI.2.3 – ELP-1** Describe the **connection** **between** a series of historical **events**, scientific ideas or concepts, or steps in technical procedures in a text. | |
|
| **I Write** and **Speak** using **facts** to explain what I’ve read. | | | | **I Plan** a **topic** in order to write an explanatory piece. | | **I Edit** my explanatory piece concluding with a strong statement. | |
| **W.2.2-ELP-3** Write informative/explanatory texts using **facts** and **definitions** (as a journal response). | | | | **W.2.2-ELP-3** Introduce a **topic**… | | **W.2.2-ELP-3**…Provide a concluding statement or section (using ***compare*** *and* ***contrast language*** *to integrate ELP and reading standards).* | |
|
| **I Write** using informational and domain **specific language**. | | | |
| **W.2.6-ELP-2** Use **words** and **phrases** acquired through … reading …. and responding to texts, including using adjectives and adverbs to describe(e.g., *When other kids are happy that makes me happy*).  *(Focus on content words.)* | | | | **I Revise** my writing with **facts** and **definitions** from the text. | | **I Write** using **words** and **phrases** to link compare and contrast. | |
| **W.2.2-ELP-3**….develop the topic with **facts** and **definitions** | | **W.2.6-ELP-2** Use **words** and **phrases** acquired through … reading …. and responding to texts, including using adjectives and adverbs to describe(e.g., *When other kids are happy that makes me happy*). *(Focus on content words.)* | |
|
| **I Write** using appropriate **verb forms** to explain the topic. | | | | **I Write** using **words** and **phrases** that relate to the topic. | |
| * + **L.2.1.d- ELP-10** Form and use the past tense of frequently occurring **irregular verbs** (e.g., sat, hid, told (supports ELP target). | | | | * + **L.2.1.d-ELP-10** Form and use the past tense of frequently occurring **irregular verbs** (e.g., sat, hid, told (supports ELP target). | | **L.2.1.e-ELP-10** Use **adjectives** and **adverbs**, and choose between them depending on what is to be modified*(er/est for comparing).* | |
|
| **I Speak** and ask **questions** to show my understanding. | | | | **I Speak** about events using **key facts** from the text. | | **I Speak** about the topic using appropriate **language** (ELP Target). | |
| * **SL.2.3- ELP-6 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 *(supports ELP Target).* | | | | * **SL.2.2-ELP-6** .Recount or describe **key ideas** or **details** from a text, read aloud or information presented orally or through other media. | | * **SL.2.6 – ELP-7** Speak in **complete sentences** when appropriate to task and situation in order to provide requested detail or clarification. | |
|

* Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets.

**First Quarter Focus Standards**

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| **GR 2** | **Quarter 1** | * Bold red underlined text, within the standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can…** | | **I can …** | **I can …** |
| * answer and ask **questions** about the text (RL.2.1). | | * **retell stories** (fables and folktales) from many **cultures**, (RL.2.2). | * **describe** how **characters** **respond** to events (RL.2.3). |
| * tell **who**, **what**, **when**, **where**, **why** and **how** (RL.2.1). | | * **determine** the **central** message, lesson or moral (RL.2.2). | * **provide** a **concluding** **statement** to **support** an **opinion** (W.2.1). |
| * use **words** and **phrases** to **link** **opinion** and **reason** (W.2.1). | | * **explain** how **details** **support** the **central** **message** (RL.2.2). | * **use** **adjectives** and **adverbs** to **describe** actions (L.2.1.e). |
| * **write** a **response** about an opinion in the text (W.2.1.). | | * **introduce** the **topic** of a story and **state** an **opinion** (their own or refer to the character’s opinion), (W.2.1). | * **use** **reference materials** to check and **correct spelling** (W.2.2.e). |
| * **speak** and **write** using words correctly in **context** showing that I use context clues as I read (L.2.4.a). | | **produce**, **expand** and **rearrange** simple and compound **sentences**  (L.2.1.f). | * **speak** about a **topic** using correct **parts** of **speech** (verbs, adverbs and adjectives) in my sentences (L.2.1.e - LEP Describing with Verbs). |

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| ELA Integrated Informational Text Goals  Unit of Study #4 - Informational Text | ELA Integrated Informational Text Goals  Unit of Study #5 - Informational Text | ELA Integrated Informational Text Goals Unit of Study #6 - Informational Text |
| I can … | I can … | I can … |
| * tell **who**, **what**, **when**, **where**, **why** and **how** about **real** **events**(RI.2.1). | * **determine** the **main** **idea** in specific **paragraphs** (RI.2.2). | * **describe** how **two** **or** **more events** are connected(RI.2.3). |
| * **write** about **real** **events** using **facts** and **definitions** (W.2.2). | * **tell** how **specific** **paragraphs** **support** the **main** **idea** (RI.2.2). | * use the **language** of **comparing** and **contrast** (adjectives and adverbs) in my explanatory writing piece (2.2.1.e). |
| * **write** using **adjectives** and **adverbs** to **describe** (W.2.6). | * **speak** and **describe** key or **main** **ideas** from a text read aloud or presented orally through media (SL.2.2). | * **conclude** an explanatory piece with a **compare** or **contrast statement** (W.2.2). |
| * use **irregular** **verb** **forms** in my writing (L2.1.d). | * **develop** a **topic** with **facts** and **definitions** when I am revising my writing piece(W.2.2). | * speak in **complete** **sentences** to provide details and clarification (SL.2.6). |

***Introduction and Overview Quarter Two***

**Grade 2: Quarter Two**

***Reading Literature***

During the second quarter of second grade, students read a variety of literary narratives and informational texts. They study text structures and sequence in order to write “like an author” (RL.2.5).

Second graders understand the narrative text structure of beginning, middle and ending (RL.2.5).

During the second quarter students recognize how a story is introduced and that action ends at the conclusion (RL.2.5). Students can place characters, setting and plot within the narrative structure (RL.2.6). They use illustrations and text as a reference. Students recognize that character point of view may influence events (RL.2.6).

They plan and revise a narrative writing piece to include actions, thoughts and feelings of characters in order to expand on a plot (W.2.3). Students edit their narrative writing piece by providing a summarization as a sense of closure using refined and expanded sentence forms (end of W.2.3).

Second graders can determine meaning with known prefixes (L.2.4.b). They use collective nouns in their writing as well and frequently occurring irregular plural nouns correctly (L.2.1.a, L.2.1.b). In writing and speaking they use words and phrases acquired in conversations and texts (L.2.6, SL.2.1.b). Producing, expanding and rearranging complete simple and compound sentences is evident in student writing as they strive to produce more interesting sentences (L.2.1.f).

***Reading Informational Text***

During the second quarter students read informational text referring to various text features and references (dictionaries) to locate key facts (RI.2.5). Students describe and classify text feature purposes.

Second graders explain and summarize how specific images clarify the cause and effect of events (RL.2.7). They use new words connected to a topic and identify the main idea of a topic (RL.2.6). Students use glossaries and other reference materials to organize their research (L.2.4.e, L.2.2.e).

Students research and plan a topic (W.2.7). They introduce the topic and revise with facts and definitions about a topic (W.2.4). They can connect how points of view influence event actions or reactions. Students edit their narrative writing piece by providing a summarization as a sense of closure. Sentences are more refined and expanded.

***ELP:*** Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.

However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard.

IMPORTANT NOTE:

The standards for each quarter are presented as integrated “units of study.” The standards within each unit of study should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). Teachers are encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year.

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| **Gr. 2** | **Quarter 2** | | ***Literary Overview***: During the second quarter of second grade, students gain a more thorough understanding of literary narrative structure (beginning, middle and ending) as they focus on how narratives introduce actions and conclusions end the action. They are able to integrate an understanding of character, setting, plot and points of view as connected to specific character actions, feelings and thoughts. They write their own narratives by planning, revising and editing. Students are able to use collective and irregular plural nouns, apostrophes (in possessives and contractions) correctly when writing and speaking. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Literature** | |
| **Unit of Study #1- Literary Text** | | | | **Unit of Study #2 - Literary Text** | | **Unit of Study #3 - Literary Text** | |
| **Overview:**  Second graders show understanding of text by describing the beginning introduction and ending conclusion (**ELP standard**). The teacher co-constructs a class narrative to connect structure (beg. mid., end.) with character, setting and plot. | | | | **Overview:**  Second graders demonstrate an understanding of characters, setting and plot when referring to illustrations or text using the language of cause and effect to retell **(2 ELP standards**). They plan and revise a narrative writing piece following event sequence. Students include actions, thoughts and feelings of characters in order to expand on the plot. | | **Overview:** Second graders describe and summarize character points of view **(2 ELP standards**). They can connect how points of view influence event actions or reactions. Students edit their narrative writing piece by providing a summarization as a sense of closure. Sentences are more refined and expanded. | |
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| **Reading Skill:** | | Sequence | | **Reading Skill:** | Cause/Effect | **Reading Skill:** | Main Idea, Topic, Details |
| **Reading Strategy:** | | Summarize | | **Reading Strategy:** | Predicting | **Reading Strategy:** | Monitor/Clarify |
| **E.L.P. Target Function:** | | Describing  Sequencing | | **E.L.P. Target Function:** | Retell/Relate Past Events  Cause/Effect | **E.L.P. Target Function:** | Describing  Summarizing |
| E.L.P. Target Forms: | | Describe is, a, can, has, are,  and, in, but, is not, because,  Sequence  first, second, next, after, finally, following, now, soon, when, then, in the meantime | | E.L.P. Target Forms: | Retell/Relate Past Events  \_\_was/were\_\_, \_\_have/has been  \_\_ing since/for\_\_, \_\_and then\_\_  Cause and Effect  because/so, IF… can, would, may, must, should | E.L.P. Target Forms: | Describing \_\_is/are\_\_ \_\_and\_\_have/has\_\_,\_\_is/are/were\_\_, \_\_ have/has/had\_\_  Summarizing (Ideas/details) and, but, then/now sentences; first, next last sequences |
|
| **I Read** to recognize beginning **introductions** and ending **conclusions** with action. | | | | **I Read** to gain information from **illustrations** and **text** about **characters**, **setting** or **plot**. | | **I Read** to distinguish and describe character **points** of **view**. | |
| * **RL.2.5-NO ELP** Describe the overall structure of a story, including describing how the beginning **introduces** the story and the ending **concludes** the action. | | | | * **RL.2.7-ELP-1** Use information gained from the **illustrations** and **words** in a print or digital text to demonstrate understanding of its **characters**, **setting**, or **plot**. *Students retell and relate events (supports ELP standard).* | | * **RL.2.6-NO ELP** Acknowledge differences in the **points** of **view** of characters, including by speaking in a different voice for each character when reading dialogue aloud (supports ELP standard). | |
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| **I Write** to retell an **elaborate** **event** or a short **sequence** of **events**. | | | | **I Plan** to chart the **causes** and **effects** of **events** including actions, thoughts and feelings of character influence (supports ELP standard). | | **I Edit** my writing by **summarizing** with a sense of closure. I refine my **simple** and **compound** **sentences**. | |
| * **W.2.3-ELP-3** Write narratives in which they recount a well-elaborated event or short sequence of events… (supports ELP standard). *Teacher models.* | | | | * + **W.2.3-ELP-3** (part...) include details to describe **actions**, **thoughts**, and **feelings**, use **temporal** **words** to signal event order. *Model how temporal words can signal event order. Discuss how character points of view influenced actions, thoughts or feelings.* | | * + **W.2.3 –ELP-3** (part...) and provide a **sense** of **closure** (summarizing a closure supports the ELP standard).   + **L.2.1.f- ELP-10** Produce, expand, and rearrange complete **simple** and **compound sentences** (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). | |
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| **I Write** using **collective** and **irregular** **plural** **nouns** correctly. | | | |
| * + **L.2.1a – ELP-10** Use collective nouns (e.g., *group* ) **L.2.1.b-ELP-10** Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).*Model in class story with descriptive language.* | | | | **I Revise** my writing to be sure I’ve included **prefixes** where needed for meaning. I use **visual** or **audio** displays to clarify my writing. | | **I Write** using **apostrophes** when referring to a character’s point of view and when forming **contractions**. | |
| * + [**L.2.4b**](http://www.corestandards.org/ELA-Literacy/L/2/4/b/)**-ELP-8** Determine the meaning of the new word formed when a **known** **prefix** is added to a known word (e.g., *happy/unhappy, tell/retell*). | | * + **L.2.2c – NO ELP** Use an apostrophe to form **contractions** and frequently occurring **possessives**. | |
|
| **I Speak** and **Write** using **adjectives** and **adverbs** to describe. | | | |
| * + **L.2.6 – ELP-7** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. **SL.2.1b-ELP-2** Build on others’ talk in conversations by linking their comments to the remarks of others (supports ELP standard). | | | | * **SL.2.5-ELP-3** 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. *Apply retell of events in students narrative writing pieces* (supports ELP standard). | |
| **I Speak** when presenting my narrative writing using **formal** English. | |
| * + **L.2.3a – NO ELP** Compare **formal** and informal uses of English. | |

• Bold red underlined text, within the standards, indicates topics students need to understand in order to achieve assessment targets.

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| **Gr. 2** | **Quarter 2** | | ***Informational Overview***: During the second quarter of second grade, students apply their understanding of informational text in reading and integrative writing. They use various text features and references to locate facts and information. Students participate in shared research in order to produce a report about a topic. They use glossaries and dictionaries to check spellings. Students connect specific images to contributing to text clarity and summarize their findings using cause and effect language. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Informational** | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview:** Second grade students refer to various text features and references (dictionaries) to locate key facts. Students can describe and classify text feature purposes (**ELP standard**). The teacher co-constructs a class informational writing model using research to provide support about a topic. | | | | **Overview:** Second graders explain and summarize how specific images clarify cause and effect **(ELP standard**). Students work together to plan a topic introduction. Using shared research they revise facts and definitions about a topic. Students can identify how new words are used in real-life connections related to a topic. | | **Overview:** Second graders identify the author’s main purpose of a text (answering, explaining or describing). Students edit their informational writing piece using cause and effect language to explain a conclusion**(ELP target**). They edit spellings using reference materials. Students share their “published” writing following class discussion protocols. | |
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| **Reading Skill:** | | Classify/ Categorize | | **Reading Skill:** | Cause and Effect | **Reading Skill:** | Text Organization |
| **Reading Strategy:** | | Questioning | | **Reading Strategy:** | Predict/Infer | **Reading Strategy:** | Monitor/Clarify |
| **E.L.P. Target Function:** | | Classification  Description | | **E.L.P. Target Function:** | Summarize  Cause and Effect | **E.L.P. Target Function:** | Explaining  Cause and Effect |
| E.L.P. Target Forms: | | Classification  goes with, here, there are, because, (is,a,are), have, do not have, type of  Description  is, a, can, has, are,  and, in, but, is not, because, | | E.L.P. Target Forms: | Summarizing  and, but, to conclude, in summary, in short, indeed, therefore  Cause/Effect  past verbs, If\_\_had/hadn't\_\_  if\_\_would/wouldn't have\_\_ | E.L.P. Target Forms: | Explaining  in, is, I came, I \_\_\_(ed), had, but, then, as a result of, so, for  Cause and Effect  past verbs, If\_\_had/hadn't\_\_  if\_\_would/wouldn't have\_\_ |
|
| **I Read** to find key facts or information using **text** **features**. | | | | **I Read** to summarize how **images** can **clarify** text meaning. | | **I Read** to determine the **main purpose** and explain what the author is answering, explaining or describing. | |
| * **RI.2.5- NO ELP** 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. *Students classify text feature purposes (journal response),* (Supports ELP standard). | | | | * **RI.2.7-ELP-1** Explain how **specific images** (e.g., a diagram showing how a machine works) contribute to and **clarify** a text. *Model how specific images may clarify cause and effect (a machine works \_\_\_ because\_\_). Students practice summarizing in cause-effect language* (supports ELP standard). | | * **RI.2.6-NO ELP** Identify the **main purpose** of a text, including what the author wants to **answer**, **explain**, or **describe** (supports ELP standard). | |
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| **I Read** and **Write** about **facts**. I determine **word** **meaning** within the context of **definitions**. | | | | **I Plan** a **topic introduction** using shared researched. | | **I Edit** a **concluding** **statement**. | |
| * **RI.2.4-NO ELP** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.***W.2.2**Write informative/explanatory texts using **facts** and **definitions**. | | | | **W.2.2-ELP-3** (part…) introduce a **topic**. **W.2.7 -ELP-5** Participate in shared **research** and writing projects…. | | **W.2.2-ELP-3** …Provide a concluding statement or section. *Emphasize the cause and effect of reaching a specific conclusion* (supports ELP standard). | |
|
| **I Write** about a topic I have **researched** with my peers. | | | |
| * **W.2.7-ELP-5** 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). *Model various types of reports.* | | | | **I Revise** my writing with specific **facts** and **definitions** about a topic. | | **I Write** with support and guidance to strengthen my writing. | |
| * + **W.2.2 – ELP-3** (part…) develop the topic with **facts** and **definitions**. *Students should include cause and effect language* (supports ELP standard).   + **L.2.5.a – ELP-8** Identify real-life connections between words and their use (e.g., *connect topic content words meaning to facts and definitions).* | | **W.2.5- ELP-7** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | |
| **I Write** using **adjectives** and **adverbs** to describe and classify. | | | | **I Write** using **reference** **materials** to correct spellings. | |
| * + **L.2.1.e-ELP-10**Use **adjectives** and **adverbs**, and choose between them depending on what is to be modified (supports ELP standard). | | | | **L.2.2e- NO ELP** Consult **reference** **materials**, including beginning dictionaries, as needed to check and correct spellings. | |
| **I Write** using **glossaries** and **dictionaries** to help determine word meaning. | | | | **I Speak** and ask for **clarification** about a topic. | | **I Speak** about my topic following class **rules** of **discussion**. | |
| * + **L.2.4e – ELP-8** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | | | | * + **SL.2.1c – ELP-2** Ask for clarification and further explanation as needed about the topics and texts under discussion. | | * + **SL.2.1a – ELP-1**  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). | |
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* Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets

**Second Quarter Focus Standards**

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| **GR 2** | **Quarter 2** | * Bold red underlined text, within the standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can …**   * tell how the beginning **introduces** a story (RL.2.5). * tell how the ending **concludes** the **action** (RL.2.5). * write a narrative with a **well**-**elaborated event** sequence (W.2.3), (modeled by teacher, writing occurs 2nd unit). * write a narrative with a **short** **sequence** of events(W.2.1). (modeled by teacher, writing occurs 2nd unit). * speak and write using **collective** and **irregular** **plural nouns** correctly (L.2.1.a). | | **I can …**   * refer to illustrations and **text** to tell about **characters**, **setting** or **plot** (RL.2.7). * write using **cause** and **effect** language to tell about **actions**, **thoughts** and **feelings** (W.2.3). * use **temporal words** to **signal event order** when I write (W.2.3). * determine new word meaning when **prefixes** are added to know words (L.2.4.b). * produce, expand and rearrange **simple** and **compound sentences** (L.2.1.f). | **I can …**   * distinguish differences in characters’ **points** of **view** (RL.2.3). * summarize my narrative writing with a **concluding** **statement** (W.2.3). * **produce**, **arrange** and **expand** simple and compound **sentences** (L.2.1.f). * use **apostrophes** in **possessives** and **contractions** correctly(L.2.2.c). * follow **discussion protocol** when I speak (SL.2.1.a). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4 - Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5 - Informational Text** | **ELA Integrated Informational Text Goals Unit of Study #6 - Informational Text** |
| **I can …**   * classify purposes of various **text** **features** and **references** (RI.2.5, L.2.4.e). * use various **text** **features** to locate **facts** or **information** (RI.2.5). * write an informative piece using **facts** and **definitions** (W.2.2). (modeled by teacher, writing occurs 2nd unit). * use **adjectives** and **adverbs** to describe (L2.1.d). | **I can …**   * summarize or explain how **images clarify text** (cause and effect) (RI.2.7). * plan an **introduction** to my writing piece (W.2.2). * **develop** my topic using **facts** and **information** (W.2.2). * identify real-life **connections** between words and their uses(W.2.2). * ask for help and **clarification** about topics and texts (SL.2.1.c). | **I can …**   * **identify** the **main** **purpose** of a text(RI.2.6). * tell what an **author** wants to **answer**, **explain** or **describe** (RI.2.6). * **write** a **conclusion** summarizing clearly my purpose (W.2.2). * **use** **reference** materials to check my spellings (L.2.2.e). |

**Introduction and Overview Quarter Three:**

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| **Grade 2*:* Quarter Three**  ***Reading Literature*** |
| During the third quarter of second grade for literary reading and writing, students focus on how language structures within words and phrases to determine word meaning (RL.2.4). They connect information from illustrations and words to demonstrate and understanding of text (RL.2.7). Second graders compare and contrast two or more of the same story by different authors or cultures (RL.2.6).  Students pre-plan with teacher modeling, plan, revise and edit a narrative writing piece (story, song or poem), (W.2.3). They are able to use prefixes, compound words, irregular plural nouns and reflex pronouns correctly in their writing (L.2.4.b,c,d), (L.2.1.b,c). They use temporal words to signal simple event changes and a conclusion (W.2.3). Students share their writing as a “published” piece (SL.2.4,5).  ***Reading Informational Text***  During the third quarter of second grade for informational reading and writing, students collaborate with peers and adults to research and write about a specific topic (SL.2.3.) They determine the meaning of words and phrases specific to research and a specific topic (RL.2.4, L.2.4.e, L.2.2.2). Teachers model how authors introduce and develop topics with facts and definitions on graphic organizers (W.2.2, W.2.7).  Students plan and revise a research paper or essay with their peers. They describe specific points about a topic and support them with text evidence and reasons (RL.2.8). Students introduce a research topic emphasizing a purpose (W.2.2). They develop facts and definitions (W.2.2).  As students edit their final research essay draft with peers and adults, they provide a conclusion or a hypothesis about their research (W.2.2). They are able to compare and contrast important points from two texts to support their findings (RL.2.9). They present their published research using formal English (L.2.3.a) and by creating stories, poems or illustrations to better convey information (SL.2.5).  ***ELP:*** Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard.  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated “units of study.” The standards within each unit of study should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). Teachers are encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |

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| **Gr. 2** | **Quarter 3**  Reading Literature | | ***Reading Literature Overview:*** During the third quarter of reading literature in grade two, students focus on refining their knowledge of language structures in order to determine word meaning (roots, prefixes, compound, irregular plural nouns and reflexive pronouns). They use temporal words to signal event sequence in narrative writing. Students recognize unique words or phrases in stories, poems or songs that provide rhythm and meaning. Comparing and Contrasting two or more versions of the same text by different authors of different cultures begin a higher level of thinking that continues through grade 12.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #1 - literature Text** | | | | **Unit of Study #2 – Literature Text** | | **Unit of Study #3 - Literature Text** | |
| Students read stories, poems and song about a similar topic in order to note beats, alliteration, rhymes or repetition of lines that signal rhythm and meaning. They refine their knowledge of determining word meaning through language structures (root words and compound words), (**ELP Targets**). They prepare to write a narrative piece. | | | | Students in grade two use information from illustrations and words to demonstrate understanding of story elements and summarize their findings (**ELP Target**-Summarize). They plan their narratives with a graphic organizer, emphasizing event sequence and descriptive details (**ELP Target** – Describe). Students revise their narrative and use prefixes and irregular nouns correctly. | | Comparing and Contrasting two or more versions of the same story (written by different authors of different cultures) requires more sophisticated thinking (**ELP Target** – Compare and Contrast). Students draw conclusions based on their comparisons using similarities and differences (**ELP Target** – Conclusions). They edit a narrative writing piece. | |
| **Reading Skill:** | | Inferences (word meaning) | | **Reading Skill:** | Noting Details | **Reading Skill:** | Draw Conclusions |
| **Reading Strategy:** | | Predict and Infer | | **Reading Strategy:** | Summarize | **Reading Strategy:** | Predict/Infer |
| **E.L.P. Target Function:** | | Defining  Interpret (word meaning) | | **E.L.P. Target Function:** | Describe  Summarize | **E.L.P. Target Function:** | Draw Conclusions  Compare and Contrast |
| E.L.P. Target Forms: | | Define: is, a, are, tells, shows that, describes, explains, has, example of  Interpret: does/does not, quite, too (degree of), adverbs –ly, comparatives with er and est | | E.L.P. Target Forms: | Describe: is, a, can, has, are,  and, in, but, is not, because  Summarize: and, but, to conclude, in summary, in short, indeed, therefore | E.L.P. Target Forms: | Draw Conclusions: although, because, that, comparatives with er – est, past-ed  Compare and Contrast: \_\_is like\_\_ because\_\_, both are similar, is different than, \_\_from\_\_ is\_\_ |
| **I Read stories**, **poems** and **songs** about a **similar** **topic** and note **beats**, **alliteration** and **rhymes** in each. | | | | **I Read** and demonstrate that I **understand** how **illustrations** **add** **information** to the story. | | **I Read** **two** or **more** **versions** of the **same** **story**. I **compare** time **eras** and **cultural** influences of each. | |
| * **RL.2.4- NO ELP** Describe how **words** and **phrases** (e.g., regular **beats**, **alliteration**, **rhymes**, **repeated** lines) **supply** **rhythm** and **meaning** in a story, poem, or song (supports ELP Targets). * *Begin comparing and contrasting words in the same stories, songs or poems written by different authors of different cultures using a graphic.* | | | | * **RL.2.7 – ELP-1** Use **information** gained **from** the **illustrations** and words in a print or digital text to **demonstrate** **understanding** of its characters, setting, or plot (summarize to support ELP Target). * *Students can prepare for a* ***literary******response*** *by reading a story, drawing characters on one page, setting on another and a favorite part of the plot on another. A final square would be a* ***summary*** *with criteria.* | | * **RL.2.9 – NO ELP**  **Compare** and **contrast** **two** or **more versions** of the **same story** (e.g., Cinderella stories) by **different** **authors** or from different **cultures**.   *Challenge students to think about how the two stories are the* ***same*** *and* ***different****, creating a visual organizer (Venn Diagram).* | |
| **I Write** a **narrative** **story**, **poem** or **song**. | | | | **I Plan** a **narrative** writing piece using a **graphic** **organizer** to **sequence** **events** logically. I include **descriptive** **details** from experiences or sources. | | **I Edit** my **narrative** writing correcting errors of **reflexive** **pronouns** if needed. I use **temporal** **words** to **signal** **event** **order**. | |
| * **W.2.3- ELP-3** **Pre**-**plan**ning to write **narratives** (teacher modeling)… * *Re-read an imaginative narrative with the class. Set criteria for what students will write about (perhaps the same topic). Discuss the author’s use of descriptive* ***details*** *and* ***event******sequence****.*   *Ask: What* ***words*** *or* ***phrases******supply******rhythm*** *and* ***meaning****? Did any root words clue us in on meaning?* | | | | * **W.2.3-ELP-3** ...Students recount a well-elaborated event or short **sequence** of **events**, (include **details** to **describe** actions, thoughts, and feelings) to plan a narrative writing piece… (supports ELP Target – Describe).   **W.2.8-ELP-5** Recall **information** from **experiences** or gather information from provided sources to answer a question.  *Encourage students to add* ***illustrations*** *to emphasize specific events.* | | **W.2.3-ELP-3** …use **temporal** **words** to **signal** **event** **order**… (i.e., *after, afterward, before, then, once, next, last, at last, at length, first, second, etc., at first, rarely, usually, another, finally, soon, meanwhile, at the same time).*   * + **L.2.1c-ELP-10**  Use **reflexive** **pronouns** (e.g., myself, ourselves). | |
| **I Write** and **Speak** using **words** from a **story**, **poem** or **song** correctly. | | | | **I Revise** my **irregular** **plural** **nouns** and **words** with **prefixes** as needed in my narrative writing. | | **I Edit** my **writing** piece with a **concluding** **statement**. I prepare a final copy to share and **publish**. | |
| * + **L.2.4c – ELP-8** Use a known **root word** as a **clue** to the **meaning** of an unknown word with the same root (e.g., addition, additional).   + ***Word******walls*** *used weekly (or more) for specific* ***word******structures*** *(roots, prefixes, irregular plural nouns, compound words, etc….) are an excellent and necessary cognitive model to build vocabulary.* | | | | * + **L.2.4b – ELP-8** **Determine** the **meaning** of the new word formed when a known **prefix** is added to a known word (e.g., happy/unhappy, tell/retell).   + **L.2.1b – ELP-10** Form and use frequently occurring **irregular** **plural** **nouns** (e.g., feet, children, teeth, mice, fish).   *Students need support to include these word structures in their writing.* | | **W.2.3-ELP-3**… and **provide** a sense of **closure**.  *Students prepare to “****publish****” a narrative piece by producing a final draft to share. They add drawings or other visuals about their story.* | |
| **I Write** adding **compound** **words** to my story, poem or story. | | | | **I Speak** about an **experience** that I am writing a story, poem or song about, using facts and **descriptive** **details** (noting details). | | **I Speak** about final narrative writing song, poem or story. I share my **illustrations**. | |
| * + **L.2.4d** **–ELP-8** Use knowledge of the meaning of individual words to predict the **meaning** of **compound** **words** (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). | | | | * **SL.2.4-ELP-3** Tell a story or **recount** an **experience** with appropriate facts and relevant, **descriptive** **details**, speaking audibly in coherent sentences. | | * **SL.2.5-ELP-3** …. add **drawings** or other **visual** displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | |

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| **Gr. 2** | **Quarter 3**  Reading Informational | | ***Informational Overview:*** During the third quarter in grade two, students participate in shared research of informational text about a specific topic. The teacher models how authors introduce and develop topics (with facts and definitions) on a graphic organizer. Students research a topic using reference materials in collaboration with peers and adults. They evaluate what is fact and opinion with reasons and evidence to determine an author’s purpose of research. Students compare and contrast in order to hypothesize or judge facts, opinions (or points of view) about others and their own research.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| Students participate in a shared research project. They read a variety of texts about a topic to produce a report. Students determine fact from opinion. They give an opinion about a topic with support and reason (**ELP-Target**). They clarify word and phrase meaning with reference materials (**ELP Target**). Students listen to a speaker (live, visual or audio) to understand more about their topic. | | | | Students collaborate with peers and adults to write a research report about a real topic. They evaluate what is fact and opinion in various texts about the same topic (**ELP-Target**) in order to establish the author’s purpose for writing. They support a conclusion with facts (**ELP-Target**). They plan a research report/project by organizing facts and definitions and introducing a topic. Students revise capitalization as needed. | | Second grade students need much support to move toward comparing and contrasting for the purpose of making a hypothesis about their research topic from several texts (**ELP Targets**). This is a highly developed skill. They practice making judgments about points of view (opinions) about texts. They edit their research report with a conclusion statement supporting a hypothesis. | |
| **Reading Skill:** | | Fact and Opinion | | **Reading Skill:** | Author’s Purpose | **Reading Skill:** | Making Judgments |
| **Reading Strategy:** | | Questioning | | **Reading Strategy:** | Monitor and Clarify | **Reading Strategy:** | Summarizing |
| **E.L.P. Target Function:** | | Define  Supporting Opinion | | **E.L.P. Target Function:** | Conclusion  Evaluate | **E.L.P. Target Function:** | Compare and Contrast  Hypothesis |
| E.L.P. Target Forms: | | Define:  Supporting Opinion: | | E.L.P. Target Forms: | Conclusion:  Evaluate: | E.L.P. Target Forms: | Hypothesis:  Compare and Contrast: |
| **I Read** to understand more about a **real** **topic**. I read **several** **books** about my topic and **list** **words** or **phrases** that are **new** to me. | | | | **I Read** about my **research** **topic** by myself and with my peers. I find **reasons** in the **text** to **support** **facts** and **opinions** the author makes. | | **I Read two** or **more** **texts** on the same **topic**. I can **compare** and **contrast** important **ideas** in each text. | |
| * **RI.2.4-NO ELP** Determine the **meaning** of **words** and **phrases** in a text **relevant** to a *grade 2* ***topic*** *or subject area.*   *Introduce – pre-plan writing a* ***research*** *report about a* ***topic*** *by reading a* ***variety*** *of* ***texts*** *and noting* ***words*** *and* ***phrases*** *that are* ***relevan****t to the* ***topic****. Use questioning strategies to model how to* ***determine******fact*** *from* ***opinion****. Ask: Why are facts important to know about the topic?* | | | | * **RI.2.8-NO-ELP** Describe how **reasons** **support specific points** the **author makes** in a text.   *It’s important for students to differentiate between* ***fact*** *and* ***opinion*** *when reading* ***informational******text*** *and be able to support their conclusions (supports ELP Target), from examples in the text with reasons and evidence. Help students to be able to determine the* ***author’s purpose*** *in various texts about the same topic by evaluating what is fact and what is opinion (supports ELP Target).* | | * **RI.2.9-NO ELP** **Compare** and **contrast** the most **important** **points** presented by **two** **texts** on the **same** **topic**. * *Comparing and contrasting is a highly developed skill. Students can connect this skill with their own research of a topic. Support students in using the terms compare and contrast in their own research reports about particular points (supports ELP Target – Compare). Ask: What hypothesis have you reached (supports ELP Target – Hypothesis).* | |
| **I Explore** how an **author** **introduces** a **topic** and uses **facts** to tell more about the **topic**. I discuss what a **fact** is and what an **opinion** is (supports ELP Target). | | | | **I Plan** my research project by **gathering** **facts** and **definitions** about a **topic**. I **organize** **facts** on a **graphic** **organizer**. I **determine** and **introduce** my **topic** (developing a **purpose**). | | **I Edit** my **research** **report** with a **concluding** **statement** or section. I include a final **hypothesis**. | |
| * **W.2.2-ELP-3** Write **informative**/explanatory **texts** in which they **introduce** a **topic**, use **facts** and definitions to develop points….(teacher models). | | | | * + **W.2.2 – ELP-3**… **introduce** a **topic**, use **facts** and **definitions** to develop points. | | * + **W.2.2-ELP-3**… **provide** a **concluding** **statement** or section. | |
| **I Research** with my **peers** about a **topic** using a **dictionary** or **glossary** to clarify **word** and **phrase** **meaning**. | | | | **I Revise** my writing with help from **peers** and **adults**. I **capitalize** any **proper** **nouns** specific to my topic. | | **I Publish** my **research** **report** with my peers or **collaborative** **team**. We prepare to present our report and practice using **formal** **English**. | |
| * **W.2.7-ELP-5** 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). * **L.2.4e-ELP-8** Use **glossaries** and beginning **dictionaries**, both **print** and **digital**, to **determine** or clarify the **meaning** of **words** and **phrases**. | | | | * **W.2.5 – ELP-7** With guidance and support from **adults** and **peers**, focus on a topic and strengthen writing as needed by **revising** and editing.   + **L.2.2a-NO ELP** **Capitalize** **holidays**, product **names**, and **geographic** names. | | * + **L.2.3a – NO ELP** Compare **formal** and informal uses of **English**. | |
| **I Speak** about a **topic** and **ask** **questions** of **speakers** to understand more. | | | | **I Speak** and **collaborate** about my topic. | | **I Speak** in the form of a **presentation** about my research **topic**. | |
| * + **L.2.2e-NO ELP** Consult **reference** **materials**, including beginning dictionaries, as needed to check and correct spellings. * **SL.2.3-ELP-6** **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. | | | | * + **SL.2.1-ELP-2** Participate in **collaborative** **conversations** with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. | | * **SL.2.5- ELP-3** 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. * *Encourage students to use a variety of audio or visual support to enhance and clarify ideas, thoughts and feelings.* | |

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| **GR 2** | **Quarter 3** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * recognize **beats**, **alliteration**, **rhymes** and **repeated** lines in **stories**, **poems** and **song** (RL.2.4). * **describe** how beats, alliteration, rhymes and repeated lines **supply** **rhythm** and **meaning** to a story, poem or song (RL.2.4). * **organize** an **event sequence** in a narrative (W.2.3). * use known **root** **words** as a **clue** to **meaning** of an unknown word (L.2.4.c). * use **part** of a **compound** **word** as a **clue** to **meaning**(L.2.4.d). | | **I can**   * use **information** from **illustrations** and **words** to show I **understand** story **elements** (characters, setting and plot),(RL.2.7). * use a **graphic organizer** to **organize** an **event sequence** in my narrative writing piece (W.2.3). * use **descriptive** **details** in my writing (W.2.3). * determine **word meaning** when a **prefix** is added to a known word (L.2.4.b). * form and use **irregular** **plural nouns** correctly (L.2.1.b). * **share information** and **experiences** I’ve gathered to include in my narrative writing (SL.2.4, W.2.8). | **I Can**   * read **two** or **more** **versions** of the **same** **story** written by **different authors** **or** from different **cultures** (RL.2.9). * **compare** and **contrast** two or more versions of the same story (RL.2.9). * use **temporal** **words** to **signal** **event** **changes** (W.2.3). * write a **conclusion** **statement** that **follows** the events in my narrative (W.2.3). * use **reflexive pronouns** correctly as I write and speak (L.2.1.c). * **share** my narrative writing and add **visual** display to clarify my ideas (SL.2.5). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can**   * **determine** the **meaning** of **words** and **phrases** in grade 2 informational text (RL.2.4). * **discuss** new **words** and **phrases** that are **specific** to a **topic**. * **explain** how an **author introduces** a **topic** (W.2.2.). * follow along as I read an informational text and **point** **out** important **facts** about the topic (W.2.2). * **prepare** to **research** a topic **with** a team or partner and use **glossaries**, **dictionaries** and other **reference** **materials** (W.2.7, L.2.4.e, L.2.2.e). * **ask** **questions** about a topic (SL.2.3). | **I can**   * tell what is **fact** and what is **opinion** in informational texts (RL.2.8). * **support** **facts** with **reasons** from the text (RL.2.8). * use my understanding of **fact** and **opinion** in my own research writing. * plan by **gather**ing **facts** and **definitions** about my research **topic** with **support** and **organize** them **by** **category** using a **graphic** **organize**r (W.2.2). * **revise** my writing. I **introduce** my **topic** (W.2.2). * revise by **develop**ing **facts** and **definitions** into a logical **order** (W.2.2). * capitalize **proper** **nouns** (L.2.2.a). * **Collaborate** **with** my **peers** about my topic (SL.2.1). | **I can**   * **compare** and **contrast** **two** **texts** on the same topic on **specific** **points** (RL.2.9). * **compare** and **contrast** **two** **texts** and draw a **conclusion** about a specific point or a **hypothesis** (RL.2.9). * **edit** my research paper or report with a **conclusion** (W.2.2). * my **conclusion** **summarizes** a **judgment** or a **hypothesis** (W.2.2). * **present** my **research** to my peers using **formal** **English** (L.2.3.a). * **create** **stories**, **poems** or **illustrations** for my **presentation** (SL.2.5). |

**Introduction and Overview Quarter four:**

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| **Grade 2*:* Fourth Quarter**  ***Reading Literature*** |
| * During the fourth quarter of literary reading and writing, students read fables, folk and fairy tales, recognizing how characters respond to challenges (within major events),(RL.2.3). They understand that difference characters have different points of view. This understanding assists in the ability to recognize when a particular character is speaking (RL.2.6). Students compare and contrast two or more versions of a fable, folk or fairy tale. They recognize similarities and differences in characterization and other literary elements (RL.2.9).   Students prepare to write a comparing opinion piece about two or more versions of the same story as an essay or book report/review. They explore how other students or authors present opinions and ask for clarification as needed (SL.2.1.c).They plan by introducing their books and state opinion (W.2.1) using past tense irregular verbs correctly (L.2.1.d). They recall information from the stories (W.2.8). They revise using linking words to connect opinion to reasons (W.2.1). During revisions students share ideas, facts and details with peers and adults for support and guidance. Students edit their final opinion piece with a concluding statement or section that compares or contrasts both versions of their selected story and linking opinion with reasons (W.2.1). They use verbs and adjectives with closely related “shades of meaning” to provide interest (L.2.5.b). Students present their writing speaking audibly (SL.2.4).   * ***Informational Text*** ***Important Note about RL.2.3: This standard should be taught in several lessons. The fourth quarter emphasizes historical events, however scientific ideas and concepts as well as technical procedures can be taught during reading or content area instructional times. The “connection” for all texts in RL.2.3 is time, sequence or cause and effect.***   During the fourth quarter of informational reading and writing, students read two or more versions of the same historical event. They connect the event to causes and effects, a timeline or a sequence (RL.2.3). Students identify what an author explains, describes or answers in a text (as clues to the main purpose), (RL.2.6). They compare and contrast the most important points in the versions of the event (RL.2.9).  Students write an informational text about *a historical event*. They introduce *the event*. Students gather facts, definitions and information about *the event* from two or more texts (W.2.2). They clarify meaning of new words (L.2.5.a), (L.2.4.a). They listen as text is read aloud asking and answering questions that will help them in their writing (SL.2.3). Students develop the most important points as they write. With support they use digital tools to publish their writing (keyboarding). They share their writing piece describing key points and details (SL.2.2).  ***ELP***: Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard. |

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| **Gr. 2** | **Quarter 4**  Reading Literature | | ***Reading Literature Overview:*** The fourth quarter of Reading Literature in second grade integrates three reading standards requiring high levels of reasoning and thinking. Students select two or more versions of the same story to compare and contrast points of view, how characters respond to challenges and to recognize when particular characters speak. Students write an opinion piece about how characters from versions of the same story respond to challenges.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #1 - Literature Text** | | | | **Unit of Study #2 – Literature Text** | | **Unit of Study #3 - Literature Text** | |
| Students read and explore character opinion in fables, fairy tales or folk tales. They describe character responses to challenges within a major event (**ELP Targets** – Sequence and Describing). They self-question to understand challenges characters face (problem solving). They prepare to write by exploring opinion pieces, essays or book shares/reviews by authors and other students. | | | | Students understand how different characters respond to challenge. They recognize characters points of views (**ELP Target** – Supporting Opinions). They contrast differences of points of view in dialogue (**ELP Target** – Contrast). Students plan writing an opinion piece contrasting characters from different versions of the same story. They revise using linking words to connect opinion and reasons. | | Students continue reading two (or more) literary versions of the same story. They compare and contrast similarities and differences in each version (**ELP Target** – Compare and Contrast), of how characters react to challenges. They edit their opinion piece linking opinions to reason in a concluding statement or section. | |
| **Reading Skill:** | | Problem Solving (challenge response) | | **Reading Skill:** | Predicting Outcomes | **Reading Skill:** | Compare and Contrast |
| **Reading Strategy:** | | Questioning | | **Reading Strategy:** | Predict/Infer | **Reading Strategy:** | Summarizing |
| **E.L.P. Target Function:** | | Sequence  Describe | | **E.L.P. Target Function:** | Supporting Opinions  Contrasting | **E.L.P. Target Function:** | Compare and Contrast |
| E.L.P. Target Forms: | | Sequence first, second, next, after, finally, following, now, soon, when, then, in the meantime, problem/solution (w cause/effect), past- tense verb forms.  Describe how, where, when, why, verb tenses, adverb clauses, how does, why did/didn't, what was, ing | | E.L.P. Target Forms: | Supporting Opinions like/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should Contrast like \_\_\_, but, both, in contrast, whereas, -er, -est, subject/verb/adjective sentences, idiomatic phrases | E.L.P. Target Forms: | Compare and Contrast \_\_is like\_\_\_ because\_\_\_, both are similar, is different than, \_\_from\_\_\_ is\_\_\_, whereas \_\_has\_\_\_, the same\_\_\_ |
| **I Read** stories (**fables**, **fairy** **tales** or **folk** **tales**) to understand how **characters** **respond** to **challenges** in major events. | | | | **I Read** stories about **characters** facing a **challenge**. I recognize a character’s **point** of **view** and when a **character** is **speaking**. | | **I Read** **two** **versions** of the same story recognizing **similarities** and **differences**. I understand elements of **fantasy** and **realism**. | |
| **RL.2.3-ELP-1 Describe** how **characters** in a story **respond** to major **events** and **challenges** *(challenges are part of the major events).*  *Pre-select versions of the same story. Discuss: “Describe each characters’ response to … (challenges), (supports ELP Target – describe). Sequence major events connected with each character response (supports ELP Target).* | | | | * **RL.2.6-NO ELP** Acknowledge **differences** in the **points** of **view** of characters, including by speaking in a **different** **voice** for each character when reading **dialogue** aloud.   *Review pre-selected text(s). Ask: How do characters respond to challenges or major events? What are the differences in point of view? How does point of view influence a character’s opinion or how he/she will handle a challenge?* | | * **RL.2.9-NO ELP** **Compare** and **contrast** **two** or more **versions** of the same story (e.g., Cinderella stories) by different authors or from different cultures (supports ELP Target compare and contrast).   *Review pre-selected text(s) in order to compare and contrast characters in versions of the same story. Ask: How are the characters the same or different? How do each handle the challenges they are faced?* | |
| **I Explore** how authors share their **opinions**. I listen to how other students share their opinions about a book. | | | | **I Plan** writing an **opinion** **piece** to share my point of view about **two** **versions** of the same story by **organizing** **reasons** that **support** my opinion. | | **I Edit** my writing with a **concluding** **statement** or **section** about the text I liked best. I **support** my **opinion** with **reasons**. | |
| **W.2.1 – ELP-4** Write **opinion** **pieces** in which they introduce the topic or book they are writing about, **state** an **opinion**…  *Model/discuss how an author conveys a message through characters. Explain to students they will write an opinion piece comparing how characters from two texts respond to challenges.* | | | | * **W.2.1- ELP-4** …**supply** **reasons** that **support** the opinion…… **W.2.8 – ELP-5** Recall information from experiences or gather information from provided sources to answer a question.   *Guide writing with a prompt. Ask: “Which character(s) from the two texts faced challenges best? Give 2 or 3 strong reasons to support your opinion.”* | | **W.2.1-ELP-4** …and provide a **concluding** **statement** or **section**.  *Students provide a concluding statement or section that recaps or summarizes the students’ opinion of which character handled challenges the best and why.* | |
| **I Write** using **verbs** correctly. | | | | **I Revise** my writing using **linking** **words** to **connect** **opinion** and **reasons**. | | **I Edit** my writing using **nuances** of **verbs** and **adjectives** to add interest. | |
| * + **L.2.1d – ELP-10** Form and use the **past** **tense** of frequently occurring **irregular** **verbs** (e.g., sat, hid, told). | | | | * **W.2.1 – ELP-10** …use **linking** **words** (e.g., *because*, *and*, *also*) to connect opinion and reasons. | | * **L.2.5b – ELP-8** **Distinguish** **shades** of **meaning** among closely related **verbs** (e.g., toss, throw, hurl) and closely related **adjectives** (e.g., thin, slender, skinny, scrawny | |
| **I Speak** about my **opinions** of texts, I investigate, clarify and ask questions in group discussions about the text. | | | | **I Speak** about my writing as I **plan** and **revise** with **peers** and **adults**. | | **I Speak** and **Present** my opinion piece. I speak **audibly**, use **facts** that are appropriate to my writing as well as descriptive **details**. | |
| * + **SL.2.1c – ELP-10** Ask for **clarification** and further explanation as needed about the topics and texts under discussion. | | | | * **SL.2.4 – ELP-3** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | * **SL.2.4- ELP-3** Tell a story or recount an experience with appropriate **facts** and relevant, descriptive **details**, speaking **audibly** in coherent sentences. | |

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| **Gr. 2** | **Quarter 4**  Reading Informational | | ***Informational Overview:*** Students in the fourth quarter of grade two read several versions of the same historical event. They connect the event to specific causes and effects, time or sequence. They write about a historical event comparing and contrasting the most important points from two or more versions. They answer, explain or describe about the event.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| Students read two or more informational texts in a series of historical events (i.e. Ruby Bridges and freedom, etc…). They connect (**ELP Target** – Compare) events to a time, sequence or cause and effect. They explore how authors connect information. Students use words they’ve learned in real life context when writing or speaking. | | | | Students read informational texts about a series of historical events, connecting the development to time, sequence or cause and effect (ELP Target). They plan to write by gathering information that answer, explain or describe questions about events. They revise by using words that clarify meaning. | | Students read about a series of historical events in two or more texts. They compare and contrast to determine the most important points about the events (**ELP Target**). They provide a conclusion to their own informational writing piece noting the most important points and the causes and effects. They publish their piece using digital resources. | |
| **Reading Skill:** | | Cause and Effect | | **Reading Skill:** | Making Generalizations (about author’s purpose) | **Reading Skill:** | Compare and Contrast |
| **Reading Strategy:** | | Monitor and Clarify | | **Reading Strategy:** | Summarizing | **Reading Strategy:** | Questioning |
| **E.L.P. Target Function:** | | Compare and Contrast | | **E.L.P. Target Function:** | Summarize  Cause and Effect | **E.L.P. Target Function:** | Compare and Contrast |
| E.L.P. Target Forms: | | Compare and Contrast like, in the same way, similar, different than, yet, but, even, though….(er, est…) | | E.L.P. Target Forms: | Summarize compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially  Cause and Effect past tense verbs descriptive and complex sentences, and conditional, If \_\_\_ had/hadn't \_\_\_would/wouldn't have \_\_\_\_\_. | E.L.P. Target Forms: | Compare and Contrast has, is ,are ,than, (er-est),and, both, but, same, because, different, is \_\_ compared to\_\_\_, does/ not |
| **I Read** to **compare** **connections** between **events**, **ideas**, **concepts** or **procedures** to **time**, **sequence** or **cause** and **effect**. | | | | **I Read** two or more texts about **historical** **events**. I recognize what the **author** wants to **answer**, **explain** or **describe**. I **summarize** the author’s **purpose** (supports ELP Target – Summarize). | | **I Read** **two** or **more** **texts** on the **same** **topic**. I **compare** and **contrast** **points** to **determine** those that are **most** **important**. | |
| **RI.2.3- ELP-1** Describe the **connection** between a series of **historical** **events**, **scientific** **ideas** or **concepts**, or steps in **technical** **procedures** in a text (supports ELP Target – Compare).  *The “connection” between events, ideas-concepts or technical procedures is* ***time****,* ***sequence*** *and* ***cause*** *and* ***effect****. Select a series of historical texts (e.g., - Ruby Bridges or MLK (auto and biography). Model how time, sequence or cause and effect connect events.* | | | | **RI.2.6- NO ELP** Identify the **main** **purpose** of a text, including what the **author** wants to **answer**, **explain**, or **describe**.  *Author’s* ***purpose*** *is directly* ***connected*** *here to* ***answering****,* ***explaining*** *or* ***describing*** *about information. Ask: What questions does the author want to answer, explain or describe? (Answers are supported with evidence through generalizations).* | | * **RI.2.9- NO ELP** **Compare** and **contrast** the **most** **important** **points** presented by **two** **texts** on the **same** **topic**.   *Students continue to read texts about historical events. They identify the most important points in the texts by comparing and contrasting. Ask: “How did you choose important points in your writing?”* | |
| **I Explore** how a text **connects** **events**, **ideas**, **concepts** or **procedures** to **time**, **sequence** or **cause** and **effect**. | | | | **I Plan** to write about a **historic event**. I **gather** information and **research** (**facts** and **definitions**) from **many** **sources**. | | **I Edit** my writing with a **concluding** **statement** or **section** that is true to my topic and research. I **highlight** the most **important** **point**s. | |
| * + **W.2.2 – ELP-3** Write informative/explanatory texts in which they **introduce** a **topic**… (include research).   + *Model the time, sequence and/or cause and effect connection to a series of historical events (i.e., graphic organizer, timeline). Ask: “What events led up to…? What are the most important points?”* | | | | **W.2.2-ELP-3** …use **facts** and **definitions** to **develop** **points**…  *Students write about the most important points in two or more historical texts. They list cause and effects of each point.*  **W.2.8 – ELP-8** Recall information from experiences or **gather** **information** from provided **sources** to answer a question. | | * + **W.2.2-ELP-3** …and provide a **concluding** **statement** or **section** (*should summarize important points and their causes and effects).*   **W.2.6 – ELP-2** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in **collaboration** with peers. | |
| **I Write** understanding how **words** in a text apply to real life. | | | | **I Revise** my writing. I use **words** that have **clear** **meaning** about a topic. | | **I Edit** demonstrating my command of **Standard** **English**. | |
| * + **L.2.5a – ELP-8** Identify **real**-**life** **connections** between **words** and their use (e.g., describe foods that are spicy or juicy).   + *Specify words in the text that students can connect to real-life situations.* | | | | * + **L.2.4a – ELP-8** Use sentence-level **context** as a **clue** to the **meaning** of a word or phrase. *In the fourth quarter students have a clear understanding of determining the meaning of unknown words and using them in their own writing (****L.2.4****).* | | * **L.2.1 – ELP-10** **Demonstrate** **command** of the conventions of **Standard** **English** grammar and usage when **writing** or **speaking**. * *Students have generally conceptualized* ***Standard******English*** *in the fourth quarter at a grade two level.* | |
| **I Speak** using **questions** to **understand** a **topic**. | | | | **I Speak** about **details** and **ideas** from texts I’ve read. | | **I Speak** to **present** my writing piece. I answer questions to **clarify**. | |
| * **SL.2.3 – ELP-6 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 | | | | * **SL.2.2 – ELP-1** Recount or describe **key** **ideas** or **details** from a text read aloud or information presented orally or through other media. | | * **SL.2.6 – ELP-7** Produce **complete** **sentences** when appropriate to task and situation in order to provide requested detail or **clarification**. | |

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| **GR 2** | **Quarter 4** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * read a **fable**, **fairy** or **folk** tale (RL.2.3). * describe how **characters** **respond** to **challenges** (RL.2.3). * **sequence** **events** in a fable, fairy or folk tale. * compare how **characters** **respond** **differently** to challenges (RL.2.3). * discuss my **opinion** about how **characters** **respond** **differently** to challenges (W.2.1). * form and use **past** **tense** **verbs** in writing and speaking (L.2.1d). * ask for help or **clarification** when I am discussing a text (SL.2.1c). | | **I can**   * read **two** or **more** **texts** (fairy, folk tale or fable) and **compare** **different** **characters**’ **points** of **view** (RL.2.6). * **recognize** **when** a particular **character** is **speaking** in a text (understanding **dialogue**), (RL.2.6). * **connect** a characters **point** of **view** to how he or she responds to a challenge (RL.2.6, RL.2.3). * **plan** writing an **opinion** **piece** by selecting **two** or **more** **characters** from two or more versions of the same story (W.2.1). * **write** about how each **character** faced a **challenge** (W.2.1). * **write** two or three **strong** **opinion** **sentences** about which character(s) handled a challenge in the best way (W.2.1). * **revise** my writing using **linking** **words** to connect my opinion to reasons (W.2.1.). * tell about my writing using **facts** and **details** (SL.2.4). | **I Can**   * **compare** **two** or **more** **versions** of the same story or from different cultures (**facts**, **details**, **sequence**, **setting** and **event**),(RL.2.9). * **edit** my **writing** piece with a **concluding** **summary** of how **characters** **handled** a **challenge** and my opinion of which was **best** (W.2.1). * **edit** my words **verbs** and **adjectives** with “**shades** of **meaning**” to add interest to my writing (L.2.5.b). * share my writing, speaking **clearly** and **answering** **questions** (SL.2.4). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can**   * read a text about an **historical** **event** (RL.2.3). * tell the **cause** and **effect** of an historical event (RL.2.3). * create a **timeline** or **sequence** parts of an event (W.2.2). * **identify** new **words** in text and **connect** them to **real** **life** (L.2.5.a). * ask and answer **questions** to help **understand** an event better (SL.2.3).   ***Important Note: If the texts read were not historical events in standard RI.2.3, replace the words “historical event” with scientific ideas and concepts or steps in a technical text connected to time, sequence or cause and effect.*** | **I can**   * **identify** the **author’s** **purpose** for writing (RL.2.6). * tell what an author is **explaining**, **describing** or **answering** about an **historical** **event** (RL.2.6). * **plan** to **write** about an historical event gathering **facts** and **definitions** that help me write (W.2.2). * **list** the most **important** **points** about an event in my writing (W.2.2). * **revise** my writing using **context** **clues** to make sure my word meaning is clear (L.2.4.a). * tell or **describe** **ideas** and **details** about my writing topic (SL.2.2). | **I can**   * read **two** or **more** **texts** about the **same** historical **event** (RI.2.9). * **compare** and **contrast** particular **points** about the event in texts (RI.2.9). * **identify** which are the **most** **important** **points** in the texts (RI.2.9). * **edit** my writing with a **concluding** **statement** (W.2.2). * **summarize** the **most** **important** **points** in my writing (W.2.2). * **publish** my writing using **digital** **sources** (W.2.6.) * write and speak using **Standard** **English** (L.2.1). * share my writing using **complete** **sentences** (SL.2.6). |

**CCSS English language Arts & Literacy Check List**

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| **Gr 2** | |  |  |  |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**]mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] |
|  |  |  |  |  |  |  |  |
| **District Focus Standards By Quarter** | | | |  |  |  |  |  |  |  |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | **Reading Foundational Skills** | | |
|  |  |  |  |  |  |  |  |  | *Phonics and Word recognition* | |
| **X** | **X** | **X** | **X** |  |  |  |  | RF.2.3 |  | Know and apply grade-level phonics and word analysis skills in decoding words. |
|  |  |  |  |  |  |  |  | RF.3.2.a |  | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
|  |  |  |  |  |  |  |  | RF.2.3.b |  | Know spelling-sound correspondences for additional common vowel teams. |
|  |  |  |  |  |  |  |  | RF.2.3.c |  | Decode regularly spelled two-syllable words with long vowels. |
|  |  |  |  |  |  |  |  | RF.2.3.d |  | Decode words with common prefixes and suffixes. |
|  |  |  |  |  |  |  |  | RF.2.3.e |  | Identify words with inconsistent but common spelling-sound correspondences. |
|  |  |  |  |  |  |  |  | RF.2.3.f |  | Recognize and read grade-appropriate irregularly spelled words. |
|  |  |  |  |  |  |  |  |  | *Fluency* | |
| **X** | **X** | **X** | **X** |  |  |  |  | RF.2.4 |  | Read with sufficient accuracy and fluency to support comprehension. |
|  |  |  |  |  |  |  |  | RF.2.4.a |  | Read on-level text with purpose and understanding. |
|  |  |  |  |  |  |  |  | RF.2.4.b |  | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
|  |  |  |  |  |  |  |  | RF.2.4.c |  | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|  |  |  |  |  |  |  |  | **Reading Literature** | | |
|  |  |  |  |  |  |  |  |  | *Key Ideas and Details* | |
| **✓** | **X** | **X** | **X** |  |  |  |  | RL.2.1 |  | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| **✓** |  |  |  |  |  |  |  | RL.2.2 |  | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| **✓** |  |  | **✓** |  |  |  |  | RL.2.3 |  | Describe how characters in a story respond to major events and challenges. |
|  |  |  |  |  |  |  |  |  | *Craft and Structure* | |
|  |  | **✓** |  |  |  |  |  | RL.2.4 |  | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
|  | **✓** |  |  |  |  |  |  | RL.2.5 |  | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
|  | **✓** |  | **✓** |  |  |  |  | RL.2.6 |  | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
|  |  |  |  |  |  |  |  |  | *Integration of Knowledge and Ideas* | |
|  | **✓** | **✓** |  |  |  |  |  | RL.2.7 |  | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|  |  |  |  |  |  |  |  | RL.2.8 |  | (Not applicable to literature) |
|  |  | **✓** | **✓** |  |  |  |  | RL.9 |  | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
|  |  |  |  |  |  |  |  |  | *Range of Reading and Level of Text Complexity* | |
| **X** | **X** | **X** | **X** |  |  |  |  | RL.2.10 |  | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|  |  |  |  |  |  |  |  | **Reading Informational** | | |
|  |  |  |  |  |  |  |  |  | *Key Ideas and Details* | |
| **✓** | **X** | **X** | **X** |  |  |  |  | RI.2.1 |  | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| **✓** |  |  |  |  |  |  |  | RI.2.2 |  | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| **✓** |  |  | **✓** |  |  |  |  | RI.2.3 |  | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |

**CCSS English language Arts & Literacy Check List**

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| **Gr 2** | |  |  |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**]mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | |
|  |  |  |  |  |  |  |
| **District Focus Standards By Quarter** | | | |  |  |  |  |  |  | |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  |  | **Reading Informational[cont]** | | |
|  |  |  |  |  |  |  |  |  | *Craft and Structure* | |
| **X** | **X** | **✓** | **X** |  |  |  |  | RI2.4 |  | Determine the meaning of words and phrases in a text relevant to a grade 2 topics or subject area. |
|  | **✓** |  |  |  |  |  |  | RI.2.5 |  | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
|  | **✓** |  | **✓** |  |  |  |  | RI.2.6 |  | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
|  |  |  |  |  |  |  |  |  | *Integration of Knowledge and Ideas* | |
|  | **✓** |  |  |  |  |  |  | RI.2.7 |  | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
|  |  | **✓** |  |  |  |  |  | RI.2.8 |  | Describe how reasons support specific points the author makes in a text. |
|  |  | **✓** | **✓** |  |  |  |  | RI.2.9 |  | Compare and contrast the most important points presented by two texts on the same topic. |
|  |  |  |  |  |  |  |  |  | *Range of Reading and Level of Text Complexity* | |
| **X** | **X** | **X** | **X** |  |  |  |  | RI.2.10 |  | 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. |
|  |  |  |  |  |  |  |  | **Writing** | | |
|  |  |  |  |  |  |  |  |  | *Text Types and Purposes* | |
| **✓** |  |  | **✓** |  |  |  |  | W.2.1 |  | 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. |
| **✓** | **✓** | **✓** | **✓** |  |  |  |  | W.2.2 |  | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
|  | **✓** | **✓** |  |  |  |  |  | W.2.3 |  | 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. |
|  |  |  |  |  |  |  |  |  | *Production and Distribution of Writing* | |
|  |  |  |  |  |  |  |  | W.2.4 |  | (Begins in grade 3) |
| **X** | **✓** | **✓** | **X** |  |  |  |  | W.2.5 |  | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| **✓** |  |  | **✓** |  |  |  |  | W.2.6 |  | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
|  |  |  |  |  |  |  |  |  | *Research to Build and Present Knowledge* | |
|  | **✓** | **✓** |  |  |  |  |  | W.2.7 |  | 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). |
|  |  | **✓** | **✓** |  |  |  |  | W.2.8 |  | Recall information from experiences or gather information from provided sources to answer a question. |
|  |  |  |  |  |  |  |  | W.2.9 |  | (Begins in grade 4) |
|  |  |  |  |  |  |  |  |  | *Range of Writing* | |
|  |  |  |  |  |  |  |  | W.2.10 |  | (Begins in grade 3) |

**CCSS English language Arts & Literacy Check List**

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| **Gr 2** | |  |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**]mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | |
|  |  |  |  |  |  |
| **District Focus Standards By Quarter** | | | |  |  |  |  |  | | |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  |  | **Language** | | |
|  |  |  |  |  |  |  |  |  | *Conventions of Standard English* | |
| **X** | **X** | **X** | **✓** |  |  |  |  | L.2.1 |  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|  | **✓** |  |  |  |  |  |  | L.2.1.a |  | Use collective nouns (e.g., group). |
|  |  | **✓** |  |  |  |  |  | L.2.1.b |  | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). |
|  |  | **✓** |  |  |  |  |  | L.2.1.c |  | Use reflexive pronouns (e.g., myself, ourselves). |
| **✓** |  |  | **✓** |  |  |  |  | L.2.1.d |  | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, and told). |
| **✓** | **✓** |  |  |  |  |  |  | L.2.1.e |  | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| **✓** | **✓** |  |  |  |  |  |  | L.2.1.f |  | Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| **X** | **X** | **X** | **X** |  |  |  |  | L2.2 |  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|  |  | **✓** |  |  |  |  |  | L.2.2.a |  | Capitalize holidays, product names, and geographic names. |
|  |  |  |  |  |  |  |  | L.2.2.b |  | Use commas in greetings and closings of letters. |
|  | **✓** |  |  |  |  |  |  | L.2.2.c |  | Use an apostrophe to form contractions and frequently occurring possessives. |
| **X** | **X** | **X** | **X** |  |  |  |  | L.2.2.d |  | Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). |
| **✓** | **✓** | **✓** |  |  |  |  |  | L.2.2.e |  | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
|  |  |  |  |  |  |  |  |  | *Knowledge of Language* | |
| **X** | **X** | **X** | **X** |  |  |  |  | L.2.3 |  | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
|  | **✓** | **✓** |  |  |  |  |  | L.2.3.a |  | Compare formal and informal uses of English. |
|  |  |  |  |  |  |  |  |  | *Vocabulary Acquisition and Use* | |
| **X** | **X** | **X** | **✓** |  |  |  |  | L.2.4 |  | 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. |
| **✓** |  |  | **✓** |  |  |  |  | L.2.4.a |  | Use sentence-level context as a clue to the meaning of a word or phrase. |
|  | **✓** | **✓** |  |  |  |  |  | L.2.4.b |  | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). |
|  |  | **✓** |  |  |  |  |  | L.2.4.c |  | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). |
|  |  | **✓** |  |  |  |  |  | L.2.4.d |  | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). |
|  | **✓** | **✓** |  |  |  |  |  | L.2.4.e |  | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
|  | **✓** |  |  |  |  |  |  | L.2.5 |  | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
|  | **✓** |  | **✓** |  |  |  |  | L.2.5.a |  | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
|  |  |  | **✓** |  |  |  |  | L.2.5.b |  | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |
|  | **✓** |  |  |  |  |  |  | L.2.6 |  | 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). |

**CCSS English language Arts & Literacy Check List**

|  |  |  |  |  |  |  |  |  |  |  |
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| **Gr 2** | |  |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**]mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | |
|  |  |  |  |  |  |
| **District Focus Standards By Quarter** | | | |  |  |  |  |  | | |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  |  | **Speaking & Listening** | | |
|  |  |  |  |  |  |  |  |  | *Comprehension and Collaboration* | |
| X | X | **✓** | X |  |  |  |  | SL.2.1 |  | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
|  | **✓** |  |  |  |  |  |  | SL.2.1.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). |
|  | **✓** |  |  |  |  |  |  | SL.2.1.b |  | Build on others’ talk in conversations by linking their comments to the remarks of others. |
|  | **✓** |  | **✓** |  |  |  |  | SL.1.c |  | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| **✓** |  |  | **✓** |  |  |  |  | SL.2.2 |  | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| **✓** |  |  | **✓** |  |  |  |  | SL.2.3 |  | 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. |
|  |  |  |  |  |  |  |  |  | *Presentation of Knowledge and Ideas* | |
|  |  | **✓** | **✓** |  |  |  |  | SL.2.4 |  | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
|  |  | **✓** |  |  |  |  |  | SL.2.5 |  | 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. |
| **✓** |  |  | **✓** |  |  |  |  | SL.2.6 |  | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

**Resources**

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| ***The Five Dimensions of Teaching & Learning*** from Stephen Fink's &Anneke Markholt's Leading for Instructional Improvement.  https://iframework.hsd.k12.or.us/InstructionalFramework_ver3.png | |
|  | **3. Curriculum & Pedagogy**   * **Curriculum**   Connecting to Previous Lessons and Larger Studies or Units   * **Teaching Approaches and Strategies**   Connecting Strategies to Learning, Graphing Connections to Other Disciplines, Scaffolding Language, Habit of Thinking Language Posted   * **Scaffolds for Learning**   Co-Constructed Charts, Guided Instruction,  To-With-By, I Do – We Do – You Do, Tiered  Assignments |
| **1. Purpose**   * **Standards**   Possible Strategies:  KWL Chart, I Can Statements,  Sentence Frames   * **Teaching Points**   Possible Strategies:  Targeted Question, KWL, Rubric, Performance Task, Kid Language | 1. **Assessment for Student Learning**  * **Assessment**   Anecdotal Notes, Conferencing, Conferring,  Portfolios, Student Created Goals, Learning Journals, concept Maps, Concept Assessments, Orla Presentations, Prediction, Open-Ended Questions, Student Work Samples, Charts, Record, Rubrics, Contracts, Knowledge Surveys, Peer Review, Written Reports, Multiple Choice, Class Assessments   * **Adjustment**   Pre-Planned Leveled Questions, Alternative Questions, Teacher Adjustments Lis**t** |
| **2. Engagement**   * **Intellectual Work**   DOK, Debate, Similarities/Differences, Analogies, Frame a Question, Open-Ended, Patterns –Connections, Gates Dimensions   * **Engagement Strategies**   Prior Knowledge, Collaboration, Cooperative Learning, Discourse Activities, Class Effort Rubric, Discussion Rules, Heterogeneous Grouping   * **Talking Points**   Role Play, Reciprocal Learning, Question Prompts, Think Alouds, Anchor Chart of Words to Speak, Discourse Activities | 1. **Classroom Environment and Culture**  * **Physical Environment**   Meeting Areas, Seating, Resources and Class Libraries Available, Charts, Technology, Space, Centers, Desks Face Teacher, Elbow Room, Neutral zones, Co-Constructed Learning on Display, Concept Displays   * **Classroom Routines & Rules**   Techniques, Class Involved in Rules, Greeting Students by Name, Transition Rules, Procedures and Processes, Access to Resources, Entering and Leaving Class Routines, Work Habits, Productive Time, Group Collaboration Rules-Routines   * **Classroom Culture**   Expectations Posted, Accountability, Language and Actions Used, Community of Equality, Shared Learning, Clarifying Words and language, Student Task and Choice, High Motivation, Caring – Enthused Teacher, Developments of Relationships, Intellectual and Culturally Rich Class, Atmosphere of Risk-Taking |

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| **Resources for English Language Learners** | |
| **SIOP Components and Strategies**  Kathleen Lacock, Susan Richmond, Sonta Thompson, Carolyn Grenz, Amber Kuzma, Ann Tronco, Arcema Tovar | |
| **Preparation:** | graphic organizers, study guides, jigsaw reading, surveys, letter writing, plays |
| **Building Background:** | KWL, key vocabulary games, links past to new |
| **Comprehensible Input:** | differentiated proficiency levels, model, hands on, visuals, realia, demos, gestures, film clips |
| **Strategies:** | GIST, SQP2R, reciprocal tchng., mnemonics, repeated rdg., think alouds, paraphrase, question cubes |
| **Interaction:** | pairs, triads, TPS, teams, native language materials, student notes, write/respond |
| **Practice/Application:** | hands on, discussion, abstract models for concrete concepts, I Do, We Do, You Do, integrated lang. skills |
| **Lesson Delivery:** | clear objectives, opportunities to talk, no down time, whole and small groups |
| **Review/Assessment:** | content word wall, graphic organizers, clarify, discuss, correct, thumbs up-down, (whole group response) |
| **O.D.E. Standard #10 Forms and Functions**  [**ODE - ELP Standards**](http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/final-4_30-elpa21-standards.pdf) | |
| **Function** | **Form** |
| express: needs/likes | indirect/direct object subject/verb agreements, pronouns |
| describe: nouns | nouns, pronouns, adjectives |
| describe: relations | prepositional phrases |
| describe: actions | present progressive, adverbs |
| retell/relate events | past tense verbs, perfect aspect (present & past) |
| make predictions | Verbs: future tense, conditional mode |
| information questions | Verbs and verb phrases in questions |
| clarifying questions | Questions with increasing specificity |
| express opinion | sentence structure, modals (will, can, may shall) |
| comparing | adjectives, conjunctions, comparatives, superlatives, adverbs |
| contrasting | comparative adjectives |
| summarizing | increasingly complex sentences w' specific vocabulary |
| persuading | verb forms |
| literary analysis | sentence structure, specific vocabulary |
| cause/effect | verb forms |
| draw conclusion | comparative adjectives |
| define | nouns, pronouns and adjectives |
| explain | verbs, declarative & complex sentences, adverbs of manner |
| generalize | abstract nouns, verb forms, nominalizations |
| evaluate | complex sentences; increasing specificity of nouns, verbs, adj |
| interpret | language of propaganda, complex sentences, nominalizations |
| sequence | adverbs of time, relative clauses, subordinate conjunctions |
| hypothesize | Modals (would, could might), compound tenses |
| **GLAD Strategies**  [**GLAD Resource Book**](http://www.lausd.net/Main_EL/pdf/Glad_Resource_Book.pdf) | |
| Focus and Motivation | Content Dictionaries, Exploration Report, Observation Chart, Inquiry Charts, Teacher-Made Big Books, Awards |
| Input | Pictorial, Narrative and Comparative In-Put Charts |
| Guided Oral Practice | 10/2, Chants, T-Graph (Social Skills), Sentence Patterning Chart |
| Reading and Writing | Cooperative Strip Paragraphs, Team Tasks, Process Grids, Expert Groups, Story Maps |

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| **Best Practices** | | | | |
| **Reading RIGOR with Depth of Knowledge (DOK)**  *Susan Richmond* | | | | |
| **DOK: Level 1**  *1 Cognitive Step* | **DOK: Level 2**  *2 Cognitive Steps* | | **DOK: Level 3**  *3 Cognitive Steps* | **DOK: Level 4**  *4 Cognitive Steps* |
| **1.**  Students can find or locate an answer that is explicitly and directly stated in a text. | **1.**  Students use a reading skill (such as cause/effect, sequence, main idea, etc..) as a clue to ….  **2.**  find an answer that is stated explicitly and directly in a text. | | **1.**  Students locate evidence in a text to answer a question and then…  **2**.  are able to answer with words or pictures in a conclusion statement or generalization and….  **3.**  can prove their answer by explaining what strategy or process they used to solve or find the answer. | **1.**  Students complete a product or performance task in which they show why a previous conclusion is/not accurate …  **2.**  after researching and synthesizing multiple sources about the same topic following specified criteria…  **3.**  In order to validate or form a new conclusion which can be…  **4.**  used across new disciplines or to solve problems a new way. |
| **Marzano’s Nine Best Practices** | | | | |
| 1. Identifying Similarities and Differences | | | 6. Generating and Testing Hypotheses | |
| 2. Nonlinguistic Representations | | | 7. Homework and Practice | |
| 3. Summarizing and Note Taking | | | 8. Cues, Questions and Advanced Organizers | |
| 4. Setting Objectives and Providing Feedback | | | 9. Cooperative Learning | |
| 5. Reinforcing Effort - Providing Recognition | | |  | |
| **Differentiation Strategies for Increasing RIGOR** | | | | |
| **Compacting** | | Students are pre-assessed to determine already mastered content. | | |
| **Depth and Complexity** | | From concrete to abstract and connections over time. | | |
| **Independent Study** | | Opportunity to choose and investigate a topic of your own interest. | | |
| **Think Like a Disciplinarian** | | Is this how a (discipline, i.e.; biologist) would think and act? | | |
| **Levels of DOK** | | Scaffolding questions and activities at different DOK levels | | |
| **Tiered Assignments** | | Levels of complexity, number of steps and levels of independence. | | |



**DOK-3**

**Judge**



**DOK-1**

**Reporter**



**DOK-2**

**Interpreter**

**DOK-1**

***Recall and Reproduce***

**DOK-2**

***Skills and Concepts***

**DOK-2**

***Skills and Concepts***

**DOK-3**

***Strategic Thinking and Reasoning***

**DOK-3**

***Strategic Thinking and Reasoning***

**DOK-3**

***Strategic Thinking and Reasoning***

**DOK-4**

***Extended Thinking***

**DOK-4**

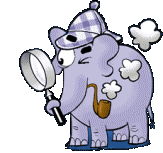
***Extended Thinking***

**DOK-4**

***Extended Thinking***

**DOK-4**

***Extended Thinking***



**DOK-4**

**Detective**

*Developed by Susan Richmond 2015 “Thinking Ladders, 2015”*

**Cognitive Steps for**

**Depth of Knowledge**

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| **Grade 2 ELP Standards with Correspondences** | | | | | | | | | | |
| ***Grade 2: Standard 1*** | | | | | | | | | | |
| **ELP.2-3.1.** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | | **Level 4** | | | **Level 5** |
| **An ELL can . . .**  construct meaning  from oral presentations and  literary and informational text through grade appropriate listening, reading, and viewing. | | use a very limited set of strategies to:   * identify a few key words and phrases   from read-alouds simple written texts and oral presentations. | use an emerging set of strategies to:   * identify some key words and phrases * Identify the main topic or message/lesson   from read alouds, simple written texts and oral presentations. | use a developing set of strategies to:   * identify main topic or message * answer questions * Retell some key details   from read-alouds , simple written texts and oral presentations. | | | use an increasing range of  strategies to:   * identify main idea or message * Identify or answer questions about some key details that support the main idea/message * retell a variety of stories   from read-alouds, written texts and oral presentations.. | | | use a wide range of strategies  to:   * determine the main idea or message * tell how key details support the main idea * retell a variety of stories   from read-alouds, written texts and oral communications. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | |
| **EP1.** Support analyses of a range of grade-level complex texts with evidence.  **EP3.** Construct valid arguments from evidence and critique the reasoning of others.  **EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.  **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | | | | | **MP1.** Make sense of problems and persevere in solving them. | **SP1.** Ask questions and define problems. | |
| **When engaging in tasks aligned with the following Grade 2 CCSS for ELA Standards**: | | | | | | | | | | |
| **Literature** | | | | | **Informational** | | | | | |
| **RL.2** | Recount stories, including fables and folktales from diverse cultures, and  determine their central message, lesson, or moral. | | | | **RI.2** | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | | | | |
| **RL.3** | Describe how characters in a story respond to major events and challenges. | | | | **RI.3** | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | | | | |
| **RL.7** | Use information gained from the illustrations and words in a print or digital  text to demonstrate understanding of its characters, setting, or plot. | | | | **RI.7** | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | | |
| **SL.2.** | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Recount or describe key ideas or details from a  text read aloud or information presented orally or through other media. | | | | | | | | | |

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| **Grade 2 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 2: Standard 2*** | | | | | | | | |
| **ELP.2-3.2.** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  participate in grade appropriate oral and  written exchanges of information, ideas, and analyses,  responding to peer,  audience, or reader  comments and  questions. | | * listen to and occasionally participate in short conversations * respond to simple yes/no and some w questions   about familiar topics. | * participate in short conversations, discussions, and written exchanges * take turns * respond to simple yes/no and wh- questions   about familiar topics. | * participate in short written exchanges * follow rules for discussion * ask questions to gain information or clarify understanding * respond to the comments of others * contribute his or her own comments   about familiar topics and text. | | * participate in discussions, conversations, and written exchanges * follow rules for discussion * ask and answer questions * build on the ideas of others * contribute his or her own ideas   about a variety of topics and texts. | | * participate in extended discussions, conversations, and written exchanges * follow rules for discussion * ask and answer questions * build on the ideas of others * express his or her own ideas   about a variety of topics and texts. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP1.** Support analyses of a range of grade-level complex texts with evidence.  **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | | **MP1.** Make sense of problems and persevere in solving them.  **MP.6** Attend to precision. | | **SP4.** Analyze and interpret data  **SP.6** Construct explanations and design solutions.  **SP.8** Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 2 CCSS for ELA Standards**: | | | | | | | | |
| **W.6** | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | | | | | | | |
| **SL.1** | Participate in collaborative conversations with diverse partners about Grade 2 topics and texts 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). | | | | | | | |
| **b** | Build on others’ talk in conversations by linking their comments to the remarks of others. | | | | | | | |
| **c** | Ask for clarification and further explanation as needed about the topics and texts under discussion. | | | | | | | |

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| **Grade 2 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 2: Standard 3*** | | | | | | | | |
| **ELP.2-3.3** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  speak and write about  grade-appropriate  complex literary and  informational texts  and topics . .. | | * communicate simple information about familiar texts, topics ,experiences. or events. | * deliver simple oral presentations * compose written texts   about familiar texts, topics, experiences, or events. | * deliver short simple oral presentations. * compose short written narratives * compose informational texts   about familiar topics, stories, experiences or events. | | using simple sentences and drawings or illustrations…   * deliver short simple oral presentations. * compose s written texts   about familiar topics, stories, experiences or events. | | including a few descriptive  details…   * deliver oral presentations * compose written texts   about a variety of texts, topics, experiences, or events. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP1.** Support analyses of a range of grade-level complex texts with evidence.  **EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. | | | | | **MP1.** Make sense of problems and persevere in solving them.  **MP.6** Attend to precision. | | **SP.6** Construct explanations and design solutions.  **SP.8** Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 2 CCSS for ELA Standards**: | | | | | | | | |
| **W.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. | | | | | | | |
| **W.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. | | | | | | | |
| **SL.4** | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | | | | | | |
| **Sl.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. | | | | | | | |

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| **Grade 2 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 2: Standard 4*** | | | | | | | | |
| **ELP.2-3.4** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  construct grade  appropriate oral and  written claims and  support them with  reasoning and evidence . . . | | * express an opinion   about a familiar topic. | * express an opinion   about a familiar topic or story. | * express an opinion * give one or more reasons for the pinion   about a familiar topic or s tory. | | * introduce a topic * express opinions * give several reasons for the opinion   about a variety of topics. | | * introduce a topic * express opinions * give several reasons for the opinion * provide a concluding statement   about a variety of topics. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.  **EP3.** Construct valid arguments from evidence and critique the reasoning of others.  **EP5**. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.  **EP6.** Use English structures to communicate context-specific messages. | | | | | **MP3.** Construct viable arguments and critique reasoning of others.  **MP.6** Attend to precision. | | **SP.4** Analyze and interpret data  **SP.7** Engage in argument from evidence.  **SP.8 Obtain**, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 2 CCSS for ELA Standards**: | | | | | | | | |
| **W.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. | | | | | | | |
| **SL.4** | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | | | | | | |
| **L.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). | | | | | | | |

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| **Grade 2 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 2: Standard 5*** | | | | | | | | |
| **ELP.2-3.5.** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  conduct research and  evaluate and  communicate findings  to answer questions  or solve problems . . . | | with prompting and  Support,   * carry out short individual or shared research projects * gather information from provided sources * label information | with prompting and  Support,   * carry out short individual or shared research projects * Recall information from experience * gather information from provided sources. * record some Information-observations in simple notes. | with prompting and support,   * carry out short individual or shared research projects * Recall information from experience * gather information from provided sources. * record some Information-observations in orderly notes. | | with prompting and  Support,   * carry out short individual or shared research projects, * recall information from experience * gather information from multiple sources * sort evidence into provided categories. | | * carry out short individual or shared research projects, * recall information from experience * gather information from multiple sources * sort evidence into categories. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP1.** Support analyses of a range of grade-level complex texts with evidence.  **EP4**. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts..  **EP5**. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.  **EP6.** Use English structures to communicate context-specific messages. | | | | | **MP1.** Make sense of problems and persevere in solving them. | | **SP.3** Plan and carry out investigations.  **SP.6** Construct explanations and design solutions  **SP.8** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 2 CCSS for ELA Standards**: | | | | | | | | |
| **W.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). | | | | | | | |
| **W.8** | Recall information from experiences or gather information from provided sources to answer a question. | | | | | | | |
| **SL.4** | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences | | | | | | | |

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| **Grade 2 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 2: Standard 6*** | | | | | | | | |
| **ELP.2-3.6** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | | **Level 3** | **Level 4** | | **Level 5** |
| **An ELL can . . .**  analyze and critique  the arguments of  others orally and in  writing . . . | | with prompting and  support,   * use a few frequently occurring words and phrases to identify a point an author or a speaker makes. | with prompting and  support,   * identify a reason an author or a speaker gives to support the main point | | * tell how one or two reasons support the main point an author or a speaker makes. | * tell how one or two reasons support the specific points an author or a speaker makes. | | * describe how reasons support the specific points an author or a speaker makes. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **EP.3** Construct valid arguments from evidence and critique the reasoning of others  **EP4**. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts..  **EP5**. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | **MP1.** Make sense of problems and persevere in solving them.  **MP3.** Construct viable arguments and critique reasoning of others. | | | **SP1.** Ask questions & define problems.  **SP6.** Construct explanations and design solutions  **SP7**. Engage in argument from evidence.  **SP8.** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 2 CCSS for ELA Standards**: | | | | | | | | |
| **RI.8** | Describe how reasons support specific points the author makes in a text | | | | | | | |
| **W.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. | | | | | | | |
| **SL.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. | | | | | | | |

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| **Grade 2 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 2: Standard 7*** | | | | | | | | |
| **ELP.2-3.7.** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  adapt language  choices to purpose,  task, and audience  when speaking and  writing . . . | | * recognize the meaning of some words learned through conversations, reading, and being read to. | * show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom * use some words learned through conversations, reading, and being read to. | * compare examples of the formal and informal use of English * (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. | | * adapt language choices, as appropriate, to formal and informal contexts * (at Grade 3), use a wider range of general academic and content specific words in conversations and discussions | | * adapt language choices, as appropriate, to formal and informal contexts * (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **EP6**. Use English structures to communicate context-specific messages. | | | | | **MP6.** Attend to precision. | | **SP1.** Ask questions & define problems.  **SP6.** Construct explanations and design solutions  **SP8.** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 2 CCSS for ELA Standards**: | | | | | | | | |
| **W.5** | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | | | | | | | |
| **SL.6** | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification | | | | | | | |
| **L.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). | | | | | | | |

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| **Grade 2 ELP Standards with Correspondences** | | | | | | | | | | |
| ***Grade 2: Standard 8*** | | | | | | | | | | |
| **ELP.2-3.8** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | |
| **Level 1** | **Level 2** | | **Level 3** | | | **Level 4** | | **Level 5** |
| An ELL can . . .  determine the  meaning of words  and phrases in oral  presentations and  literary and  informational text . . | | relying heavily on visual  aids, context, and  knowledge of morphology  in his or her native  language,   * recognize the meaning of a few frequently occurring * Words, simple phrases and formulaic expressions   in simple oral presentations and read-alouds about familiar topics, experiences or events. | using context, visual aids,  and knowledge of  morphology in his or her  native language,   * answer and ask questions about the meaning of frequently occurring words, phrases and expressions.   in simple oral discourse,  read-alouds, and written  texts about familiar topics,  experiences, or events | | using context, some visual  aids, reference materials,  and a developing  knowledge of English  morphology,   * determine the meaning of less-frequently occurring words and phrases, contents specific words, and some idiomatic expressions   in oral discourse, read-alouds, and written texts  about familiar topics,  experiences, or events. | | | using context, some visual  aids, reference materials,  and an increasing  knowledge of morphology  (root words, some  prefixes),   * determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions * (at Grade 3) some general academic and content-specific vocabulary   in oral discourse, read-alouds,  and written texts  about a variety of topics,  experiences, or events. | | using context, reference  materials, and  morphology (e.g., root  words, simple inflectional  endings such as -ed, -ing,  and some common  prefixes),   * determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions * (at Grade 3) some general academic and content-specific vocabulary   in oral presentations and  written texts about a  variety of topics,  experiences, or events. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | |
| **EP1**. Support analyses of a range of grade-level complex texts with evidence.  **EP6**. Use English structures to communicate context-specific messages. | | | | | | **MP1.** Make sense of problems and persevere in solving them. | | | **SP1.** Ask questions & define problems.  **SP8.** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 2 CCSS for ELA Standards**: | | | | | | | | | | |
| **Literature** | | | | **Informational** | | | | | | |
| **RL.4** | Ask and answer questions about unknown words in a text. | | | **RI.4** | | | With prompting and support, ask and answer questions about unknown words in a text. | | | |
| **L.4** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content.  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | | | | | | | | | |
| **L.5** | With guidance and support from adults, explore word relationships and nuances in word meanings.  a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).  d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | | | | | | | | | |

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| **Grade2ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 2: Standard 9*** | | | | | | | | |
| **ELP.2-3.9** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | | **Level 3** | **Level 4** | | **Level 5** |
| **An ELL can . . .**  create clear and  coherent grade appropriate  speech  and text . . . | | with support (including  context and visual aids), and using non-verbal communication,   * communicate simple information about an event or topic * use a narrow range of vocabulary and syntactically simple sentences with limited control | with support (including  visual aids and modeled  sentences),   * communicate simple information about a topic * recount two events in sequence * use frequently occurring linking words (e.g., and, then) with emerging control. | | with support (including  modeled sentences),   * present a few pieces of information about a topic * recount a short sequence of events * use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control. | with increasingly independent control,   * introduce an informational topic * present facts about the topic * recount a sequence of events, using temporal words (before, after, soon) * use linking words (e.g., because, and, also) to connect ideas or events. | | with independent control,   * introduce an informational topic * present facts about the topic * use temporal words to recount a coherent sequence of events, * use linking words (e.g., because, and, also) to connect ideas and events * provide a concluding statement about the topic. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP2**. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | **MP1.** Make sense of problems and persevere in solving them.  **MP3.** Construct viable arguments and critique reasoning of others. | | | **SP7.** Engage in argument from evidence.  **SP8.** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 2 CCSS for ELA Standards**: | | | | | | | | |
| **W.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. | | | | | | | |
| **W.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. | | | | | | | |
| **SL.4** | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | | | | | | |

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| **Grade 2 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 2: Standard 10*** | | | | | | | | |
| **ELP.2-3.10** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  make accurate use  of standard English  to communicate in  grade-appropriate  speech and  writing . . | | with support (including  context and visual aids),   * understand and use a small number of frequently occurring nouns and verbs, * respond to simple questions. | with support (including  visual aids and sentences)   * recognize and use some frequently occurring collective nouns (e.g. group) * recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions * produce simple sentences in response to prompts. | with support (including  modeled sentences),   * use some collective nouns * use the past tense of some frequently occurring irregular verbs * use some frequently occurring adjectives, adverbs, and conjunctions * produce and expand simple and some compound sentences. | | * use collective nouns * use the past tense of frequently occurring irregular verbs * use an increasing number of adjectives, adverbs, and conjunctions * produce and expand simple, compound, and (at Grade 3) a few complex sentences. | | * use collective and commonly occurring abstract nouns (e.g. childhood) * use the past tense of frequently occurring irregular verbs * use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs * produce and expand simple, compound, and (at Grade 3) some complex sentences. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP2**. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **EP6**. Use English structures to communicate context- specific messages. | | | | | **MP6.** Attend to precision. | | **SP8.** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 2 CCSS for ELA Standards**: | | | | | | | | |
| **L.1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use collective nouns (e.g., group).  b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  c. Use reflexive pronouns (e.g., myself, ourselves).  d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  e. Use adjectives and adverbs, and choose between them depending on what is to be modified.  f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action  movie was watched by the little boy). | | | | | | | |