# Understanding the NC English Language Arts Standard Course of Study

**GRADE 2**

ELA STANDARDS WITH CLARIFICATIONS AND GLOSSARY

**Understanding the English Language Arts Standard Course of Study for Grade 2**
**ELA Standards with Clarification and Glossary**


## Purpose

This document provides the Grade 2 *NC Standard Course of Study for English Language Arts* (2017) in a format that includes a clarification of each standard and glossary. The standards define what students should know and be able to do. The clarifications include an explanation of the standards, ideas for instruction, and examples. The standards appear in the left column with glossary terms bolded. The middle column contains the clarification of the standard with ideas for "In the Classroom." The right column is the glossary.

These standards will be implemented in all North Carolina schools beginning in the 2018-19 school year.

# GRADE 2

**READING STRAND:** K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade.* Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

## CCR Anchor Standards for Reading

### Key Ideas and Evidence
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure
4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

### Integration of Ideas and Analysis
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Complexity
10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

## Reading Standards for Literature

| | STANDARD | CLARIFICATION | GLOSSARY |
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| **Cluster: Key Ideas and Evidence** | | | |
| **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**. | Students show their understanding of important details by asking and answering questions about the who, what, when, where, why, and how in a text that has been read and/or heard.<br><br>*In the Classroom:*<br>The teacher reads aloud to students and models his/her thinking when asking questions about key details in the text.<br><br>As students read, they periodically stop to check their understanding by annotating a text or using sticky notes to ask and answer questions about what they have read.<br><br>Students read or listen to a text. They roll question cubes to answer questions. Some of the sides are blank. If a student rolls a blank side of the cube, he/she asks a question about the text. If students cannot answer questions correctly, then they reread and retry the questions. | **key details** – specific and important parts of the text that provide information, support, and elaboration<br><br>**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |
| **RL.2.2** | **Recount** stories, including **fables** and **folktales** from diverse cultures, and determine their **central message**, lesson, or **moral**. | Students recount fictional stories that include, but are not limited to, fables and folktales from many different cultures. Students also establish the central messages, morals, or lessons of the stories.<br><br>*In the Classroom:*<br>Students use the major events of stories and the actions of the characters to determine the messages, morals, or lessons the author is trying to convey.<br><br>During whole group reading, the teacher uses story maps and graphic organizers to map the events and key details of a story. | **central message** – the unifying concept within a text to which other elements and ideas relate; often referred to as theme in upper grades<br><br>**fable** – a short story, typically featuring animals as characters, that attempts to express life truth, usually through a moral<br><br>**folktales** – stories originating in popular culture, often passed on through the oral tradition (i.e., word of mouth) |

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| | | The teacher asks students questions about a character's actions, and students work with partners to use key details about the main character to discuss the central message, lesson, or moral. | **moral** – relating to the principles of right and wrong concerning human behavior; a lesson or general truth learned from a story or experience<br><br>**recount** – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) |
| **RL.2.3** | **Describe** how characters in a story **respond** to **major events** and challenges. | Students explain how characters react and respond to the important events or challenges in the story.<br><br>*In the Classroom:*<br>While thinking aloud during shared reading, the teacher considers what the character's reaction to an event reveals about the character and his/her motivations.<br><br>During guided reading, students choose a major event from the story and use story webs to describe how each character reacted to the event.<br><br>In whole or small group reading, the teacher selects a particular event from a story and asks students to write about what the main character did in response to the event.<br><br>Students create timelines of the major events in a story and include character actions and responses in the description of each event. | **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account<br><br>**major events** – the most important events that occur within a literary work; similar to main ideas, major events cannot be eliminated without changing the primary progression of the work or the development of the characters<br><br>**respond** – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc. |
| **Cluster: Craft and Structure** | | | |
| **RL.2.4** | **Describe** how words and **phrases** supply **rhythm** and meaning in a story, **poem**, or song. | Students explain how words and phrases provide rhythm and meaning to a story, poem, or song such as regular beats, repeated lines, rhyme, and alliteration.<br><br>*In the Classroom:*<br>During shared reading of a poem/song, students highlight rhyming words and demonstrate how the | **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account<br><br>**phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb |

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| | | rhyming words give the poem rhythm by performing the poem for partners.<br><br>During guided reading, the teacher points out words or phrases that repeat in a text and discusses with the students why the author chose to repeat those words and how the repeated words can help readers understand the text. | would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.")<br><br>**poem** – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)<br><br>**rhythm** – the pattern of beats, sounds, etc., usually within poetic verse or song, that alerts readers or listeners to the tempo and pacing of the text; the flow of words and other elements related to stressed and unstressed (or short and long) syllables |
| RL.2.5 | **Describe** the overall structure of a story, including describing how the beginning introduces the story, the **events** unfold in the middle, and the ending concludes the action. | Students describe how the story is structured from the beginning to the end. Students understand that the beginning is where the story is introduced, the middle of the text describes the major events and action that takes place, and the end of the story tells how the action concludes.<br><br>*In the Classroom:*<br>During shared reading, students use graphic organizers and story maps to chart the events of a story. They then discuss which events take place in the beginning, which occur in the middle, and which take place at the end.<br><br>The teacher reads aloud a mentor text. He/she thinks aloud, noting the structure of the story, such as what happens at the beginning, in the middle, and at the end of the story. The students and teacher create a graphic organizer, showing the overall structure of the story. | **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account<br><br>**event** – a thing that happens; an occurrence |
| RL.2.6 | Distinguish differences in the **points of view** of characters, including by speaking in a | Students recognize the differences in the points of view of characters. When reading aloud, students use different voices for each character. | **point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or |

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| | different voice for each character when reading dialogue aloud. | *In the Classroom:*<br>Using a different color for each character, the teacher highlights the text to indicate which character is speaking.<br><br>While reading text aloud, the teacher helps students identify how the characters are thinking and feeling. The teacher and students consider how they might express those thoughts or feelings when reading what the characters say. For example, the teacher might ask what "voice" (loud, quiet, afraid, excited) might best fit each character. Students can then read that part of the text in the voice of that character. | mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument |
| *Cluster: Integration of Ideas and Analysis* | | | |
| **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**. | Students explain the characters, setting, or plot using what they learn from the illustrations and words in a text. These texts can be print and/or digital.<br><br>*In the Classroom:*<br>Students independently read a text. Students complete graphic organizers that focus on the setting. In one column, they explain the setting. In the second column, they tell what words and/or illustrations provided information that helped them understand the setting.<br><br>Students create character maps for the main character at the beginning of the story, based on the illustrations and text. They complete the same activity at the end of the story. Then students compare the two, discussing how the character evolved throughout the story based on the illustrations and words in the text. | **illustration** – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim<br><br>**plot** – the sequence of events in a story, play, movie, etc.<br><br>**setting** – the time and place of the action in a book, play, story, etc.<br><br>**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |
| **RL.2.8** | Not applicable to literature. | | |
| **RL.2.9** | **Compare and contrast** two or more versions of the same story by different authors or from different cultures. | Students explain how two or more versions of the same story are similar and different (such as *Cinderella*). These versions should be by different authors and/or from different cultures. | **compare** – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with **contrast**, this refers to the |

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| | | *In the Classroom:*<br>Students use Venn diagrams to compare how the two stories are alike and different in terms of basic story elements, language, illustrations, etc. The teacher uses guiding questions such as "Where do the stories take place? When do the stories take place? How did the character react when _____?"<br><br>After the class reads or listens to two versions of a story, each student writes or draws one or two observations on a sticky note about the ways in which the two texts are similar or different. Students consider how the characters, settings, and plots in the versions are alike and/or different. | highlighting of the ways in which two or more objects, people, etc. are alike or similar. |
| **Cluster: Range of Reading and Level of Complexity** | | | |
| RL.2.10 | By the end of grade 2, read and understand literature within the 2-3 **text complexity band proficiently** and **independently** for sustained periods of time. Connect prior knowledge and experiences to **text**. | By the end of grade 2, students competently read and understand literary texts on the low end of the 2-3 text complexity band (Lexile: **420-820**). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.<br><br>*In the Classroom:*<br>The teacher provides time for students to process what they have read or strategies they have learned by having students talk and/or write in response to texts.<br><br>The teacher guides students to make connections with texts and among texts by providing texts with similar content/topics.<br><br>Students spend time independently reading high-quality literature and monitor for understanding for sustained periods of time. | **independently** – on one's own, without aid from another (such as a teacher)<br><br>**proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success<br><br>**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more<br><br>**text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, |

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|  |  | and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself) |

## Reading Standards for Informational Text

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| **Cluster: Key Ideas and Evidence** | | | |
| **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**. | Students show their understanding of important details by asking and answering questions about the who, what, when, where, why, and how in a text that has been read and/or heard.<br><br>*In the Classroom:*<br>The teacher reads aloud to students and models his/her thinking when asking questions about key details in the text.<br><br>As students read, they periodically stop to check for their understanding by annotating on a text or using sticky notes to ask and answer questions about what they have read.<br><br>Students spend time reading high-quality informational texts and monitor their understanding by rolling question cubes to answer questions. If students cannot answer questions correctly, they reread and retry the questions. | **key details** – specific and important parts of the text that provide information, support, and elaboration<br><br>**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |
| **RI.2.2** | Identify the **main topic** of a multi-paragraph **text** as well as the focus of specific paragraphs within the text. | Students recognize the main topic of a text with multiple paragraphs. They also state the main focus of each paragraph in the text.<br><br>*In the Classroom:*<br>The teacher models using graphic organizers to identify the main topic of a text and to choose the most important details from within the text.<br><br>During shared reading of a multi-paragraph text, the teacher models how to determine the focus of each paragraph. | **main idea(s)/topic** – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning<br><br>**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more<br><br>**topic** – the subject or matter being discussed or written about in a text, speech, etc. |
| **RI.2.3** | **Describe** the connection between a series of historical **events**, scientific ideas or concepts, or steps in **technical procedure**s in a **text**. | Students describe specific connections shown within the texts. These connections may be a series of historical events, scientific concepts or ideas, or steps in a technical procedure. | **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account |

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| | | *In the Classroom:*<br>In shared reading, the teacher reads a text that explains how a product is made and students create charts of the steps as explained in the text.<br><br>In guided reading, students read about a historical event and highlight signal words (first, next, last, etc.) that show the order of events. Students then use those signal words and create timelines showing the connections between the events.<br><br>Students read a text about a grade-level science concept (properties of matter, weather, etc.) and create labeled diagrams explaining the concept and the connections between the ideas. | **event** – a thing that happens; an occurrence<br><br>**technical procedure** – a series of actions or set of steps completed in a certain manner or order related to a particular subject, discipline, etc. (e.g., mathematics: order of operations) (Note: Students are not so much looking at what technical procedures are, but rather at the connection between them, that is, the importance of procedural order and the manner in which steps build on and relate to previous ones.)<br><br>**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |
| **Cluster: Craft and Structure** | | | |
| RI.2.4 | Determine the meaning of words and **phrases** in a **text** relevant to a grade 2 **topic** or subject area. | Students read informational texts connected to grade 2 topics and subject areas and determine the meaning of words or phrases within the texts.<br><br>*In the Classroom:*<br>Students use various strategies, such as looking at other words and information in the same sentence and using clues in pictures, illustrations, and text features, to determine the meaning of the words or phrases.<br><br>In guided reading, the teacher selects words or phrases that will be challenging to students. Students discuss the meanings and annotate the evidence in the text that helped them understand the words or phrases.<br><br>During shared reading, the teacher models how to use captions, illustrations, diagrams, glossaries, and other text features to find evidence that provides the meaning of unknown words or phrases. | **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.")<br><br>**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more<br><br>**topic** – the subject or matter being discussed or written about in a text, speech, etc. |

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| **RI.2.5** | Know and use various **text features** to locate key facts or information in a **text** efficiently. | Students are familiar with and make use of text features such as captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons. Students know that different text features provide different information, and they use the correct text features to find the needed information efficiently.<br><br>*In the Classroom:*<br>During shared reading, the teacher reads an informational text with examples of several text features. After reading, the teacher shows students sentence strips with facts from the text, and students match each fact to the text feature from the text where the information can be found.<br><br>In guided reading, students complete a text feature scavenger hunt in a familiar text. Students are given a list of text features and must list one fact they learned from each feature in the text. | **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more<br><br>**text features** – components of a story, article, etc. that are supplemental to the main body of the text, including, but not limited to, headings, indexes, sidebars, pictures, and captions |
| **RI.2.6** | Identify the author's main **purpose** of a **text**, including what the author wants to answer, explain, or **describe**. | Students determine the author's purpose in writing the text. As they read the text, they consider why the author wrote it, such as to answer a question, explain/describe a topic, or describe an event or action.<br><br>*In the Classroom:*<br>Students write *Notes from Authors* after reading or listening to an informational text. Students consider the intent of the author and compose a paragraph *as the author*, telling the class the reason for writing the piece.<br><br>During shared reading, the teacher reads aloud an informational text. The students highlight evidence or information in the text that reveals why the author wrote the text. The teacher gathers everyone's evidence, and as a class, students decide the author's reason for writing the text. | **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account<br><br>**purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)<br><br>**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |

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| **Cluster: Integration of Ideas and Analysis** | | | |
| **RI.2.7** | Explain how specific images contribute to and clarify a **text**. | Students are able describe how visuals such as photos, illustrations, charts, diagrams, graphs, etc. enrich the content of the text, clarify the text, organize, and/or supply additional information for readers.<br><br>*In the Classroom:*<br>While reading an informational mentor text, the teacher models a think aloud regarding the visuals found in the text. The teacher thinks about and shares with students what information that visual conveys, as well as how the visual helps the reader understand the words. For example, a diagram might show how a machine works, and that helps students understand and clarify the words in the text.<br><br>Students review all of the visuals from the text, choosing and marking, with sticky notes, several that provide useful information about key ideas presented by the author. Students can annotate their sticky notes to explain their reasoning about how the visual aided their understanding as readers. | **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |
| **RI.2.8** | Identify the **reasons** an author gives to support ideas in a **text**. | Students recognize what ideas an author is providing in a text. They are able to name what points in the text the author uses to develop or clarify those ideas.<br><br>*In the Classroom:*<br>During shared reading or guided reading, the teacher identifies a key idea or point from the text. Students highlight the reasons the author gives to support that key idea. Different colors can be used to highlight different key ideas.<br><br>Students use graphic organizers such as "What" and "How" when reading an informational text. Students record the key ideas or points from the text (under | **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic<br><br>**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |

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| | | What). They record reasons and details that support the key idea or point (under the How). Students examine the words, illustrations, and text features for evidence.<br><br>While reading, students can make flap books. On the top of each flap, they record a key idea from the text and underneath each flap, they describe the reason/evidence provided by the author. | |
| RI.2.9 | **Compare and contrast** the most important points presented by two **texts** on the same **topic**. | Students explain the differences and similarities of the key points of two texts on the same topic.<br><br>*In the Classroom:*<br>After reading two texts focused on the same topic, students use information from both texts to make key statements about the concept, followed by bulleted details or examples. Students then compare the key ideas from both texts.<br><br>After reading two texts, the teacher leads the students into a "give one, get one" activity. The teacher divides the class into two groups (Group A and Group B) and then assigns one of the texts to each group. Each student writes down three key points from the text on an index card (one main point per card). Students form A/B pairs to share and give one of his/her key points of learning. Each student "gives one" and "gets one."  The class repeats the sharing for as many main points as students have. | **compare** – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with **contrast**, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.<br><br>**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more<br><br>**topic** – the subject or matter being discussed or written about in a text, speech, etc. |
| | *Cluster: Range of Reading and Level of Complexity* | | |
| RI.2.10 | By the end of grade 2, read and understand **informational texts** within the 2-3 **text complexity band proficiently** and **independently** for sustained periods of time. Connect prior knowledge and experiences to **text**. | By the end of grade 2, students competently read and understand informational texts on the low end of the 2-3 text complexity band (Lexile: **420-820**). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. | **independently** – on one's own, without aid from another (such as a teacher)<br><br>**informational text** – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) |

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| | *In the Classroom:*<br>The teacher provides time for students to process what they have read or strategies they have learned by having students talk and/or write in response to texts.<br><br>The teacher guides students to make connections with texts and among texts by providing texts with similar content/topics for students.<br><br>The teacher holds reading conferences with students to formatively assess their reading comprehension and progress and to hold them accountable for reading. | **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success<br><br>**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more<br><br>**text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself) |

# GRADE 2

**READING FOUNDATIONAL SKILLS:** The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

## Reading Standards for Foundational Skills

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| **Cluster: Handwriting** | | | |
| **RF.2.2** | Print all upper- and lowercase letters legibly and proportionally. | Students write all uppercase and lowercase letters so they are easily readable and of the correct size.<br><br>*In the Classroom:*<br>Students practice writing their letters on a variety of surfaces (e.g., whiteboards, sand, shaving cream).<br><br>Students use lined handwriting paper to guide the size of their writing. The teacher explicitly describes where letters "live" on lined paper. The teacher refers to letters as tall, short, and letters with tails to help students with letter sizing. Students use lines on the page to guide the size of their writing. | |
| **Cluster: Phonics and Word Recognition** | | | |
| **RF.2.4** | Know and apply grade-level phonics and word **analysis** skills in decoding words.<br>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.<br>b. Know spelling-sound correspondences for additional common vowel teams.<br>c. **Decode** regularly spelled two-syllable words with long vowels.<br>d. Decode words with common prefixes and **suffixes**.<br>e. Identify words with inconsistent but common spelling-sound correspondences.<br>f. Recognize and read grade-appropriate irregularly spelled words. | Students read words using grade-level appropriate strategies.<br>• Students tell the difference between long and short vowels when reading one-syllable words that have regular spelling patterns.<br>• Students identify and spell common vowel combinations.<br>• Students read two-syllable words that contain long vowels and regular spelling patterns<br>• Students read words with common prefixes and suffixes.<br>• Students recognize and name words with common yet inconsistent spelling-sound correspondences.<br>• Students identify and read grade appropriate words that do not follow normal spelling patterns.<br><br>*In the Classroom:*<br>The teacher gives the students cards with two-syllable words that contain long vowels. Students work in partners to read each word. | **analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole<br><br>**decode** – to apply knowledge of the relationships of letters and sounds in order to form a word<br><br>**suffixes** – an element appended to the end of a word root to change the meaning or to form a derivative (e.g., -ing: run – running) |

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| | | While engaging in read alouds and shared reading experiences, the teacher stops at grade appropriate irregularly spelled words. He/she models how to recognize and read the words. The words are added to the class word wall for later reference. | |
| **Cluster: Fluency** | | | |
| RF.2.5 | Read with sufficient accuracy and **fluency** to support comprehension.<br>a. Read on-level **text** with **purpose** and understanding.<br>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Students read grade-level text smoothly and with enough accuracy so that they understand the text.<br>• Students read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.).<br>• Students read words correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings.<br>• Students reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word.<br><br>*In the Classroom:*<br>During small group instruction, the teacher leads students in echo reading. The teacher reads a section of a passage using appropriate phrasing and prosody. Using their own copies of the passage, students echo the teacher's reading.<br><br>During literacy stations, students engage in listening center activities. Students listen to several texts while following along with the print. Students then choose one of the texts and practice reading it aloud into a recorder. Students listen to their recordings, thinking about how to read the text more expressively. Students record themselves again. | **expression** – the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.<br><br>**fluency, fluid reading** – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression<br><br>**purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)<br><br>**self-correct** – one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher<br><br>**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |

# GRADE 2

**WRITING STRAND:** To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade.*

## CCR Anchor Standards for Writing Standards

### *Text Types, Purposes, and Publishing*
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

### *Research*
5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

## Writing Guide for W.1, W.2 and W.3

**W.2.1** Opinion writing is the first developing form of argument writing. Opinion writing has many purposes – to convince the reader that the writer's position is correct, change the reader's position on a topic or encourage the reader to take action. Writers use reasons to support their positions on topics or books under study. Second graders introduce a topic or book they are writing about and state an opinion. Second graders strengthen their opinion pieces by providing multiple reasons in support of their opinions, using linking words to show a relationship between opinions and reasons, and providing closure through a concluding statement or section.

The teacher exposes students to a variety of texts in which the author takes a position and then provides clear, convincing reasons to support his/her stance. The teacher provides guidance as students organize their thoughts using outlines or graphic organizers, and he/she guides them in creating reasons that best support their positions. The teacher gives students a list of choices. The teacher guides students in making choices, then in creating lists of reasons to support their positions.

As a student constructs his/her paper, he/she states his/her opinion in a topic sentence, and provides reasoning to support the opinion. Students work with peers and adults to revise and edit their opinion pieces, ensuring their writing is focused on the topic and providing reasons that support the opinion. The revising and editing process allows students to see that the opinion piece makes sense, has a clear focus, uses appropriate linking language to connect opinion and reasons, and provides a sense of closure. Students use rubrics and checklists to help evaluate and organize their work.

Students meet in groups or in pairs to discuss their opinions with peers, who ask questions and offer advice. Each student composes his/her opinion piece, and then meets with the teacher to edit his/her work for appropriate linking words, relevant reasons, and closure.

**W.2.2** Informative/explanatory writing communicates information. It has many purposes – to increase the reader's understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer "what," "how," and "why" questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader's knowledge of a given topic. It is important for the teacher to emphasize that informative/explanatory writing is not meant to convince people of a belief or influence people's behaviors. Second graders write informative/explanatory pieces in which they introduce a topic, use facts and definitions to develop points about the topic, and conclude their writing with a closing statement or paragraph.

As students begin their own research, the teacher provides support and direction during the planning, drafting, revising, and editing phases. The teacher assists students in organizing their information and evaluating its relevancy in preparation for writing.

The teacher works with students by first demonstrating the use of digital and print media to conduct research about a topic. The teacher models how to read for relevant facts and how to take notes. The teacher uses graphic organizers, such as outlines and circle maps, to show students how to organize their information. The teacher stresses the importance of using information to develop points in their writing. The teacher also teaches students to define confusing or important words and phrases for the reader.

The teacher uses an informational article to teach students effective note-taking skills. The teacher reads the article aloud slowly as students use highlighters to indicate facts they deem important. Students meet in groups to compare their articles. The teacher reviews articles to help students understand how to choose relevant facts and to eliminate unnecessary information. Students practice separating facts from opinion by watching a non-fiction video and listing facts on one side of a T-Chart and opinions on the other.

Using their information and ideas, students create drafts and then join their peers to read and evaluate each other's' work. Students ask questions to help clarify statements and make suggestions to help their peers add details and maintain focus in their writing. Students revise and edit their work based on peer and teacher feedback.

**W.2.3** Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. Second grade students understand what makes up a story (characters, setting, problem, solution, conclusion) and can describe an event or short sequence of events, but need assistance with developing well-elaborated accounts of events, using temporal transition words to show event order, and ending their stories with satisfactory closure. The teacher helps students structure the order of their writing and add details to enhance their work.

The teacher reads both fiction and nonfiction narratives to students. While reading, the teacher and students generate class discussions about characters, setting, plot, problem, and solution. This pre-writing activity helps students build a timeline of the events that occur in a story. The teacher also guides students through exercises where they focus on one important event or short list of events. Students record details describing their actions, thoughts, and feelings, and they record the account in order.

Students use graphic organizers, such as outlines and story maps, to plan their writing. Students meet with the teacher and peers, who listen to stories, ask questions, and make suggestions to help writers create more developed works. Second grade narrative writing contains details describing actions, thoughts, and feelings. The peer editing and teacher conferencing stages are important in helping writers flesh out their work. They use temporal transition words (e.g., before, after, suddenly, then, finally) to create a sense of continuity between events in their stories.

The teacher guides and supports students through the revision and editing processes, ensuring their stories progress in order and contain correct spelling and grammar. Students discuss their writing with others to guarantee they have added enough details to the described event(s) and that they have sequenced events in a way that makes sense before revising their stories for final publication.

## Writing Standards

| STANDARD | CLARIFICATION | GLOSSARY |
|---|---|---|
| **Cluster: Text Types, Purposes, and Publishing** | | |
| **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** to connect opinion and reasons, and provide a concluding statement or section. <br> a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. <br> b. With guidance and support from adults and peers, focus on a topic and **strengthen** writing as needed by **revising** and **editing**. | See Writing Guide | **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more <br><br> **linking words and phrases** – words and phrases that connect one sentence, paragraph, idea, etc. to a subsequent one, allowing readers to see the connection between such elements and to progress smoothly from one idea to the next (e.g., first, next, last; furthermore; on the other hand; etc.) <br><br> **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic <br><br> **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors <br><br> **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion, etc. |

| | STANDARD | CLARIFICATION | GLOSSARY |
|---|---|---|---|
| | | | **topic** – the subject or matter being discussed or written about in a text, speech, etc. |
| **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.<br>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.<br>b. With guidance and support from adults and peers, focus on a topic and **strengthen** writing as needed by **revising** and **editing**. | See Writing Guide | **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more<br><br>**revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors<br><br>**strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion, etc.<br><br>**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more<br><br>**topic** – the subject or matter being discussed or written about in a text, speech, etc. |
| **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 transition words** to | See Writing Guide | **closure** – a resolution at the end of an event or literary work<br><br>**describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account |

| STANDARD | CLARIFICATION | GLOSSARY |
|---|---|---|
| signal event order, and provide a sense of **closure**.<br>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.<br>b. With guidance and support from adults and peers, focus on a topic and **strengthen** writing as needed by **revising** and **editing**. | | **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more<br><br>**event** – a thing that happens; an occurrence<br><br>**recount** – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)<br><br>**revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors<br><br>**sequence/sequence of events** – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other<br><br>**strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion, etc.<br><br>**temporal transition words/phrases** – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another where the timing of events is important (e.g., first, next, last; previously; etc.) |

| | STANDARD | CLARIFICATION | GLOSSARY |
|---|---|---|---|
| | | | **topic** – the subject or matter being discussed or written about in a text, speech, etc. |
| W.2.4 | With guidance and support from adults, use a variety of **digital tools** and resources to produce and **publish** writing, including in collaboration with peers. | Students use an assortment of digital tools and resources to compose and publish original writing as small groups, with partners, or independently. The teacher provides support and guidance.<br><br>*In the Classroom:*<br>Students research a common topic and create a class presentation on Google Slides or another digital tool. Each student creates his/her own slide within the presentation, and the presentation is published on a class blog.<br><br>Students work with partners to write short stories and publish the stories using a simple story creation app. | **digital tools** – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.<br><br>**publish** – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available |
| **Cluster: Research** | | | |
| W.2.5 | Participate in **shared research** and writing projects. | Students take part in research and writing projects as a class or in groups.<br><br>*In the Classroom:*<br>The teacher chooses a topic from grade 2 science or social studies standards and introduces the topic to the students. Students discuss their background knowledge, and the teacher guides the students in framing an open-ended question they want to answer about the topic. Students work as a class to research the question and create a book, display, or digital resource.<br><br>At the end of the year or a unit, students think about skills they have learned and work in partners to create "how-to" books about those skills. Partners choose one skill, such as figuring out the meaning of unknown words, adding and subtracting two digit numbers, or how to answer a story problem, and create a how-to guide. How-to guides are then compiled into a class book. | **shared research** – a collaborative approach to research where different researchers investigate various aspects of the topic under consideration in order to come back together to create a collaborative whole |

| | STANDARD | CLARIFICATION | GLOSSARY |
|---|---|---|---|
| **W.2.6** | Recall information from experiences or gather information from provided sources to answer a question. | Students think about and use personal experiences and/or collected information to provide answers to a specific question.<br><br>*In the Classroom:*<br>After a field trip, students use their experiences and personal recollections of the trip to write answers to a question about the trip.<br><br>Students use content area notebooks to keep track of information learned about a particular subject. The writing and drawings in the notebooks are used when answering questions about the topic. | |

# GRADE 2

**SPEAKING AND LISTENING STRAND:** The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

## CCR Anchor Standards for Speaking and Listening

### *Collaboration and Communication*
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### *Presentation of Knowledge and Ideas*
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

## Speaking and Listening Standards

| | STANDARD | CLARIFICATION | GLOSSARY |
|---|---|---|---|
| *Cluster: Collaboration and Communication* | | | |
| 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.<br>a. Follow agreed-upon rules for discussions.<br>b. Build on others' talk in conversations by linking their comments to the remarks of others.<br>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. | Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings.<br>• Students help develop, understand, and agree to follow discussion rules and norms such as gaining the floor in respectful ways, listening to others with care, and speaking one at a time about topics and texts under discussion.<br>• Students add to the discussion, maintaining the topic with appropriate comments that connect to someone else's comment.<br>• Students ask questions to clarify any confusing areas or to gain further information.<br><br>*In the Classroom:*<br>The teacher models how to build a conversation by linking their comments to the remarks of others. As he/she models, the teacher creates an anchor chart of possible sentence starters that will help students link their thoughts with others. Examples include, "I agree with what _____ said because _____" and "When _____ said _____, it made me think _____."<br><br> Students actively listen by looking at the speakers, taking turns talking, and sharing the floor with classmates to understand other comments and decide if they can add something new or relevant to a discussion. | **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more<br><br>**topic** – the subject or matter being discussed or written about in a text, speech, etc. |
| SL.2.2 | **Recount** or **describe key ideas** or details from a **text** read aloud or information presented orally or through other media. | Students tell about or explain the important details and ideas in a text that is read aloud to them or information presented in various ways.<br><br>*In the Classroom:*<br>The teacher models for students how to listen carefully and then talk about important information and ideas. | **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account<br><br>**key ideas** – most important thoughts addressed in a text or discussion. |

| | STANDARD | CLARIFICATION | GLOSSARY |
|---|---|---|---|
| | | The teacher models for students how to be an active listener by watching a video on a science or social studies topic to determine key ideas and details. While watching, the teacher models for students how to take notes about important information and recount the key ideas and details to others in your own words. | **recount** – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)<br><br>**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |
| **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. | Students ask a speaker questions to gain more information and/or clarity, or to deepen their understanding of the presented topic or issue. They also answer questions about the speaker's presentation.<br><br>*In the Classroom*<br>The teacher models for students how to actively listen by taking notes on information presented from an audiobook or video. He/she then models turning the notes into questions to clarify the information presented. Students work with partners to generate questions.<br><br>During a presentation, students use graphic organizers to record questions about the topic or information. After the presentation is complete, students take turns asking the questions they recorded on their graphic organizers. | **topic** – the subject or matter being discussed or written about in a text, speech, etc. |
| *Cluster: 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** and complete sentences. | Students tell stories or describe personal experiences to others using important facts and vivid details. Students speak in complete sentences and use appropriate voice levels.<br><br>*In the Classroom:*<br>The teacher provides opportunities for students to present to classmates about familiar topics. The teacher facilitates opportunities for students by having them work in groups to share photos about memorable experiences and participate in book talks. | **coherent** – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together<br><br>**recount** – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)<br><br>**relevant evidence, observations, ideas, descriptive details** – details and other elements that are closely connected and appropriate to that which is |

| | STANDARD | CLARIFICATION | GLOSSARY |
|---|---|---|---|
| | | The teacher provides students with examples of incomplete sentences. Students work with partners to rewrite the sentences into coherent thoughts. Students then present the revisions to partners or the class while practicing adequate voice volume. | being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim |
| **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. | Students record themselves reading a story or poem. They add pictures or other visuals to provide more information to a story or experience. The visual should clarify ideas, thoughts, or feelings.<br><br>*In the Classroom:*<br>The teacher shares a recorded reading of a story or poem. Students note what the reader did in the recording. They then practice recording themselves reading a story or poem.<br><br>As a class, the teacher and students read a text without images. In small groups, students find images and write captions to clarify a key idea from the text. They add the images and captions to the text to create a class story. The teacher and students discuss how the images and captions helped clarify what the author wrote. | **poem** – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)<br><br>**recount** – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) |

# GRADE 2

**LANGUAGE STRAND:** Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

## CCR Anchor Standards for Language

### Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

### Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use
4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

# K-5 Language Continuums Guide

## What are the Language Continuums?
Language Standards 1 and 2 include two continuums, one for grammar and one for conventions. The skills within each continuum are arranged by grade band rather than by grade to allow for multiple years of practice, differentiation, and scaffolding as needed. In the lower grade of the band, the teacher is introducing and modeling the skill. In the higher grade(s) of the band, students are applying the skill to more complex text as they work toward mastery. Some skills, such as subject-verb agreement, may require continued attention each year.

## How do I read them?
The Language Continuums, when read horizontally, show the progression of the grade level bands in grammar and conventions. When read vertically, they show the skills taught in the specific grade band. The supporting clarifications include suggestions for how to introduce, model, build, and recognize mastery for each skill.

## What does instruction look like in the classroom?
The skills are arranged by grade band to allow for two years of practice and eventual mastery.
- The use of formative assessment allows teachers to determine how well students have acquired learning and where they fall in the continuum.
- Teachers provide scaffolding based on formative assessments to meet students' needs within the continuum. In the lower grade of the band, the teacher introduces and models new skills allowing students to practice with teacher guidance. In the higher grade(s) of the band, the teacher provides students with opportunities to independently practice these skills, use the skills with increasingly complex text, and apply the skills to their writing and speaking.

## How do I know where my students fall within the grade band?
Pre-assessments and formative assessments throughout the year can be helpful in determining where students fall within the band. One type of assessment might be a writing sample completed without assistance.

Formative assessments should provide teachers with an understanding of students' prior knowledge on a given skill. Teachers may build on this prior knowledge rather than reintroducing the skill each year. Teachers may find they do not need to begin with the suggestions in the "How to Introduce and Model" column of the continuum clarification document.

**How do I talk about the Language Continuums with colleagues?**
Teacher communication and discussion within each grade level and among the grade levels is a vital component for ensuring student success. Through PLC work, teachers should develop a shared understanding of the skills and how the continuums and support documents can be used to support instruction.

Grade level PLCs

- Discuss and develop pre-assessments for each skill, or group of skills, to determine student readiness. Consider using flexible grouping after reviewing pre-assessment results.
- Revisit the continuum clarification document for suggested teaching strategies. Consider possible mentor texts.
- Discuss providing feedback to students about specific skill use within their writing. Consider developing a standards-based rubric.
- Reflect on student work to plan for next steps. Consider students who need scaffolding as well as those who need enrichment.

Vertical PLCs

- Discuss how each grade level can build on the previous grade level's instruction.
- Discuss the mentor texts and the strategies used to introduce and build skills.
- Look at the previous grade band in the Language Continuums to determine which skills have been introduced.
- Look at the previous grade band in the Language Continuums to determine which skills are being introduced for the first time.

# L1 – Grammar Continuum

| SKILL | K-1 | 2-3 | 4-5 | 6-8 | 9-12 |
|---|---|---|---|---|---|
| **Subject/Verb Agreement** | • Use singular and plural nouns with matching verbs in basic sentences | • Ensure subject/verb agreement | • Continue to ensure subject/verb agreement | • Continue to ensure subject/verb agreement | Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded. |
| **Nouns** | • Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) <br> • Use common, proper, and possessive nouns | • Explain the function of nouns <br> • Use collective nouns (such as *group*) <br> • Form and use frequently occurring regular and irregular plural nouns | • Use abstract nouns (such as *courage*) <br> • Continue to use regular and irregular plural nouns | | |
| **Verbs** | • Form frequently occurring verbs <br> • Convey sense of time | • Explain the function of verbs <br> • Form and use past tense of frequently occurring irregular verbs <br> • Form and use regular and irregular verbs <br> • Form and use simple verb tenses <br> • Form and use the perfect verb tenses <br> • Convey sense of various times, sequences <br> • Recognize inappropriate shifts in verb tense | • Form and use progressive verb tenses <br> • Use modal auxiliaries (such as *may* or *must*) <br> • Continue to form and use the perfect verb tenses <br> • Convey sense of various times, sequences, states, and conditions <br> • Recognize and correct inappropriate shifts in verb tense | • Explain the function of verbals (such as *gerunds* or *participles*) <br> • Form and use verbs in active & passive voice <br> • Form and use indicative, imperative, interrogative, conditional moods <br> • Recognize and correct inappropriate shifts in voice and mood <br> • Form and use transitive/intransitive verbs | |
| **Adjectives** | • Use frequently occurring adjectives | • Explain the function of adjectives <br> • Accurately choose which to use – adjective or adverb | • Form and use comparative and superlative adjectives and accurately choose which to use – adjective or adverb <br> • Order adjectives within sentences according to conventional patterns | • Form and use compound adjectives | |

**Grade 2 ELA Standards, Clarifications and Glossary**

| SKILL | K-1 | 2-3 | 4-5 | 6-8 | 9-12 |
|---|---|---|---|---|---|
| **Conjunctions** | • Use frequently occurring conjunctions | • Explain the function of conjunctions<br>• Use coordinating and subordinating conjunctions | • Continue to use coordinating and subordinating conjunctions<br>• Use correlative conjunctions (such as *either/or*) | | Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded. |
| **Adverbs** | | • Accurately choose which to use – adjective or adverb<br>• Explain the function of adverbs<br>• Form and use comparative adverbs | • Form and use comparative and superlative adverbs<br>• Use relative adverbs | • Use adverbs that modify adjectives<br>• Use adverbs that modify adverbs | |
| **Sentences** | • Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences<br>• Understand and use question words | • Produce, expand, and rearrange simple and compound sentences | • Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences<br>• Produce, expand, and rearrange simple, compound, and complex sentences | • Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences<br>• Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas | |
| **Prepositions** | • Use frequently occurring prepositions | • Explain the function of prepositions | • Form and use prepositional phrases | | |
| **Pronouns** | • Use personal, possessive, and indefinite pronouns | • Explain the function of pronouns<br>• Continue to use personal, possessive, and indefinite pronouns<br>• Use reflexive pronouns | • Ensure pronoun-antecedent agreement<br>• Use relative pronouns | • Ensure that pronouns are in the proper case (*subjective, objective, possessive*)<br>• Use intensive pronouns<br>• Recognize and correct inappropriate shifts in pronoun number and person | |

**Grade 2 ELA Standards, Clarifications and Glossary**

| SKILL | K-1 | 2-3 | 4-5 | 6-8 | 9-12 |
|---|---|---|---|---|---|
| | | | | • Recognize and correct vague pronouns<br>• Continue to ensure pronoun-antecedent agreement<br>• Recognize and apply the nominative case and objective case | Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded. |
| **Determiners** | • Use determiners | • Correctly use *a, an,* and *the* | | | |
| **Commonly Confused Words** | | • Correctly use common homophones | • Correctly use frequently confused words (such as *to, two, too*) | • Continue to correctly use frequently confused words | |
| **Interjections** | | • Explain the function of and use interjections | • Continue to use interjections | | |
| **Phrases and Clauses** | | | • Explain the function of phrases and clauses<br>• Recognize independent and dependent phrases and clauses | • Explain the function of phrases and clauses in general and their function in specific sentences<br>• Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers<br>• Form and use indirect/direct objects | |
| **Usage** | | | | • Recognize variations from standard English in their own and others' writing and speaking<br>• Identify and use strategies to improve expression in conventional language | |

## CLARIFICATIONS

**L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **2-3 grammar continuum**.

*Mastery:* *Teachers recognize and assess student mastery of the skills in the L.1 Continuum through student writing and speaking. Students' writing and speaking are assessed by the student, peers, and the teacher.*

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| **Subject/Verb Agreement** | | |
| **Ensure subject/verb agreement** | The teacher introduces subject/verb agreement by reading a mentor text with example sentences. The teacher reads sentences and explains that the subject is who or what the sentence is about and the verb explains the action. The teacher demonstrates that the subject must agree with the verb in a sentence. For example, the verb must match the singular or plural noun. *The girls run down the street. The girl runs down the street.* The teacher presents a sentence with a subject and a verb that are not in agreement. He/she explains why it is incorrect and how to resolve the issue.<br><br>The teacher and students write a student friendly subject/verb agreement explanation. | The students review subject/verb agreement with a practice sheet of singular and plural nouns, along with various verb choices. The students choose the correct combination and write the sentences, ensuring subject/verb agreement.<br><br>The teacher gives students additional opportunities to practice sentence writing with subject/verb pairs.<br><br>The students read paragraphs and annotate text to identify subject/verb agreement. |
| **Nouns** | | |
| **Explain the function of nouns** | The teacher introduces the function of nouns by reading a mentor text. The teacher reviews nouns as naming persons, places, and things. As the teacher reads the mentor text, he/she selects sample sentences and identifies nouns in the subject and the nouns in the predicate of each sentence. He/she explains the function or meaning of the noun and how it contributes to the meaning of the sentence. | The students highlight subject nouns and predicate nouns in sentences. They use different colors to distinguish between them. The students add speech bubble explanations to each sentence, explaining the function of the nouns. The set of sentences and explanations may be placed in a language center as a matching activity. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| | The teacher and students read sentences. With teacher guidance, students identify the nouns, then explain the function or meaning of the nouns. Students explain how the nouns contributes to the meaning of the sentences. | Students work with partners to continue the practice of identifying the function of nouns in sentences. The students read and annotate text to identify the nouns in the subject and the nouns in the predicate. |
| **Use collective nouns (such as *group*)** | The teacher introduces collective nouns by sharing examples of single words that make up more than one person, place, thing, animal, group, or idea (e.g., family, group, set, herd, crowd, or council). The teacher uses several of the examples in sentences to help students understand how these words are used to describe specific collections.<br><br>The teacher provides students the opportunity to read texts that contain collective nouns. The teacher creates an anchor chart to record collective nouns the students identify in the texts. The students use the collective nouns in sentences to show their meaning. | The students build understanding of collective nouns by annotating evidence of collective nouns as they read with partners and/or independently.<br><br>The students work in small groups to create graphic organizers to gather collective nouns from the text.<br><br>The students practice using collective nouns in authentic writing assignments. Students read and peer edit each other's writing, checking for the use of collective nouns. |
| **Form and use frequently occurring regular and irregular plural nouns** | The teacher introduces plural nouns to the students by reading mentor text. The teacher shares examples of sentences from the text that reflect regular plural nouns (made plural by adding –s) and irregular plural nouns (made plural in many ways).<br><br>The teacher introduces determining the correct plural of common irregular nouns (e.g., children, deer, feet, mice, teeth) to the students.<br><br>The teacher and class create an anchor chart of nouns labeled ***Plural Regular or Plural Irregular.*** They categorize nouns from the text by writing the nouns under the appropriate label. The teacher and students write sentences, using nouns from the anchor chart. | Students work in pairs to match noun word cards to the plural forms.<br><br>The students practice forming regular and irregular plurals by reading and annotating text, choosing singular nouns, and making them plural. The students use sticky notes to add these plural nouns to the anchor chart in the correct location.<br><br>Students write sentences using nouns from the anchor chart. Students work in pairs, matching nouns to the plural forms. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| **Verbs** | | |
| **Explain the function of verbs** | The teacher introduces the function of verbs by reading a mentor text. The teacher shares examples of sentences from the text that highlight verbs. The teacher explains that verbs can be action verbs or linking verbs. He/she elaborates on the function and role of the verbs in the sentences. The teacher models thinking aloud about the verbs and their contribution to the meaning of the sentences.<br><br>The teacher and class create an anchor chart labeled ***Verbs ~ Action or Linking*** and record verbs they identify in the text. They add side notes to explain the function of the verbs. | The students add to the class created anchor chart as they read verbs in their independent and partner reading. They add explanations of the function of the verbs in the sentences.<br><br>Students annotate evidence of verbs as they read with partners and/or independently.<br><br>The students practice using verbs in authentic writing assignments. Students read and peer edit each other's writing, checking for the correct use of verbs. |
| **Form and use past tense of frequently occurring irregular verbs** | The teacher introduces the past tense of frequently occurring irregular verbs to the students by listing examples from a previously read text. He/she lists verbs and compares each to the appropriate past tense usage.<br><br>The teacher and students create an anchor chart labeled Frequently Occurring Irregular Verbs. The teacher shares several frequently occurring irregular verbs with the students (e.g. begin, bit, hid, sat, told). The teacher and class categorize the irregular verbs on the anchor chart similar to the example below.<br><br><table><tr><td colspan="2">**Frequently Occurring Irregular Verbs**</td></tr><tr><td>**Verb**</td><td>**Past Tense**</td></tr><tr><td>break</td><td>broke</td></tr><tr><td>fly</td><td>flew</td></tr></table> | The students practice forming frequently occurring past tense verbs while reading and annotating text. They work in pairs or independently, writing irregular verbs, and then forming the past tense of each.<br><br>The students use the class generated list of frequently occurring irregular verbs and write sentences or short paragraphs forming and using the past tense. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| **Form and use regular and irregular verbs** | The teacher introduces regular and irregular verbs to the students. The teacher shares examples of sentences from a mentor text.<br><br>The teacher creates an anchor chart labeled **Verbs~ Regular or Irregular.** The teacher and students categorize verbs from the text, adding each under the proper label on the anchor chart.<br><br>The teacher introduces forming regular and irregular verbs by reading a mentor text to students. The teacher models past tense verbs selected from the text and adds them to an anchor chart similar to the one below.<br><br><table><tr><td colspan="4">**Forming and Using Verbs**</td></tr><tr><td colspan="2">**Regular**<br>end in vowel add -*d*<br>end in consonant add -*ed*</td><td colspan="2">**Irregular**<br>no pattern must learn them</td></tr><tr><td>**Present**</td><td>**Past**</td><td>**Present**</td><td>**Past**</td></tr><tr><td>bake</td><td>baked</td><td>drive</td><td>drove</td></tr><tr><td>start</td><td>started</td><td>pay</td><td>paid</td></tr></table><br>The students work in pairs making verbs from the text show past tense. The students use past tense verbs in sentences and authentic writing to continue practice of forming and using regular and irregular verbs. | The teacher builds understanding of forming and using regular and irregular verbs by having the students annotate evidence of regular and irregular verbs as they read with partners and/or independently.<br><br>The students are given the opportunity to complete a cloze activity, reading sentences and deciding if the verb form used should be regular or irregular. For example: *Savion _____ his lunch outside yesterday. (eat, ate, eaten)* |
| **Form and use simple verb tenses** | The teacher introduces simple verb tense by naming a common class activity. He/she refers to something the students did in the past, something they are doing in the present, and something they will do in the future. The teacher explains that present tense | The students use graphic organizers to record simple verb tenses they encounter while they read independently or in pairs. They refer to the list as they write sentences. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
|  | verbs show an action that is happening now. The verb is written in its original form. He/she contrasts this with past tense verbs, which show action that has already happened. Past tense verbs have a few patterns, the most common is adding -ed to the verb. Future tense verbs show action that will happen. The verb is accompanied with the word will or shall. The teacher and students create an anchor chart similar to the one below.<br><br>**Verb Tenses**<br><table><tr><td>Present<br>walk</td><td>Past<br>walked</td><td>Future<br>will walk</td></tr></table><br>The teacher shares several verb phrases on sticky notes with the students. The students work in small groups to decide if the verb phrases are present, past, or future tense and post their sticky notes correctly on the anchor chart. | The students complete a cloze activity, reading sentences and choosing the correct simple verb to complete the sentence. For example: *The dog (sits, sat, will sit) on the porch tomorrow.* |
| **Forma and use the perfect verb tenses** | The teacher explains that perfect verb tenses show action that has been completed. The teacher shares examples of sentences from a text (e.g., I have walked, I had walked, I will have walked).<br><br>The teacher creates an anchor chart labeled ***Perfect Verb Tenses.*** The teacher and students read a mentor text and add examples of perfect verb tenses to the anchor chart. The teacher models writing a sentence using one of the perfect verb tenses. He/she provides a think aloud of the process. The students generate an explanation of how to form and use the perfect verb tenses. | The students read and annotate text in pairs or small groups, adding examples of perfect verb tenses to the class generated anchor chart.<br><br>The students practice writing sentences with perfect tense verbs by selecting from a verb box. The students work in pairs and/or independently, forming and using the correct form of the perfect verb tenses.<br><br>The students form and use perfect verb tense in their daily writing. While editing with partners, they highlight perfect verb tense in their writing. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| **Convey sense of various times, sequences** | The teacher selects a mentor text that clearly conveys a sense of various times and sequences. The teacher reads and highlights precise verb examples that contribute to an understanding of the sense of time. The teacher lists verbs relating to actions in the past, present, and future. The teacher thinks aloud about his/her understanding of the text based on the tense of verb used.<br><br>The teacher models comprehension of a sentence connected with phrases indicating the order of events. For example, in the sentence, *Carl calls home because he left his lunch,* the verb "calls" is in the present tense, telling the reader Carl is calling now. The earlier action, "he left his lunch" happened in the past. The two events are not happening at the same time. The verb tense conveys that information. | The teacher provides students with multiple phrase cards. The students combine the phrases and write sentence sequences that connect in meaning (e.g., *The students believe they have elected the right candidate*). Student demonstrate an understanding of the sequence of events by placing a number 1 under the first event and number 2 under the second event.<br><br>Students use key word cards and write short stories with a sense of progression through time. |
| **Recognize inappropriate shifts in verb tense** | The teacher introduces how to recognize inappropriate shifts in verb tense through a mentor text. During the second reading of the text, the teacher spotlights a variety of sentences. He/she contrasts appropriate shifts in verb tenses with an inappropriate example. *Emma **ate** her food and **drank** water from the bowl*, is correct because the verbs are both in the past tense. However, the sentence, *Emma **ate** her food and **drinks** water from the bowl*, conveys a different meaning because the verbs are in different tenses.<br><br>The teacher provides additional examples. The teacher and class identify the verb tense and determine tenses that are not the same. The teacher explains how the shift in tense changes the meaning. Students generate their explanations of an inappropriate verb tense shift in a sentence. | The students use graphic organizers labeled "Appropriate Shifts/ Inappropriate Shifts" and sort the verb phrases in the correct location.<br><br>Students identify inappropriate shifts in verb tenses in sample sentences. They highlight each verb and write an explanation of why the tense change makes it inappropriate. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| **Adjectives** | | |
| **Explain the function of adjectives** | The teacher introduces the function of adjectives by reading a mentor text with many sample adjectives. He/she highlights the use of adjectives to modify or describe a noun or pronoun. The teacher names a noun and asks students to visualize that item. Next, he/she adds an adjective and directs students to compare this description with their original thoughts. Adjectives provide specific information and tell us more about nouns. The teacher and class develop a T-chart of simple nouns compared with adjectives describing the same nouns. The students draw illustrations of the latter, demonstrating the clarity adjectives offer. | Students annotate evidence of adjectives as they read with partners and/or independently. They record examples and contrast with simple nouns. Students work with partners and/or independently to use adjectives to write descriptive paragraphs. The students highlight the adjectives. In a side note, students explain the role or function of the adjectives. They describe how adjectives enhance understanding. |
| **Accurately choose which to use – adjective or adverbs** | The teacher explains the purpose of adjectives as describing or modifying nouns and pronouns. Adjectives provide more information about the signified object. The teacher explains the purpose of adverbs as describing or modifying verbs, adverbs, or adjectives. Adverbs tell how, when, where, and to what extent. Many adverbs end in –ly. The teacher and class locate examples of adjectives and adverbs in a mentor text. During shared writing, the teacher models describing and modifying nouns using adjectives.<br><br>| Original Sentence | Revised Sentence |<br>|---|---|<br>| Shaunda ate an apple. | Shaunda ate a **juicy**, **red** apple. | | Students complete a sorting activity by accurately choosing an adverb or adjective for a sample sentence. The students write in a variety of settings where they select which to use—adjective or adverb. For example, using a picture or photograph, students write descriptive paragraphs. For example: A picture of a girl walking a dog is followed by: *Casey is a frisky dog! Sarah, his patient owner, walks him every day. During their walk, Casey suddenly runs across the yard. Sarah repeatedly commands him to stop, but Casey continues to forcefully drag Sarah behind him.* |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| | The teacher also models how to describe and modify verbs and adjectives using adverbs.<br><br>| Original Sentence | Revised Sentence |<br>|---|---|<br>| Shaunda ate the red, juicy apple. | Shaunda **quickly** ate the red, juicy apple. |<br><br>The class creates adjective and adverb word bank anchor charts for students to access when writing. | |
| **Conjunctions** | | |
| **Explain the function of conjunctions** | The teacher introduces the function of conjunctions (e.g., and, but, for, so, if, after, although). He/she explains that conjunctions are words and phrases that connect or join words and/or phrases to establish a relationship. Using mentor texts and samples of writing, the teacher shows students how authors use conjunctions. The teacher models a think aloud regarding sample sentences without conjunctions that do not make sense. He/she corrects the sentences using conjunctions. The teacher and students create a student friendly definition of the function of conjunctions and post it on an anchor chart. | Using a mentor text and sample writing, students work in pairs to identify examples of conjunctions. They explain the function of the conjunction and how it impacts meaning.<br><br>Students write sentences using conjunctions. They trade sentences with partners who identify the conjunctions and explain their functions or roles in the sentences. |
| **Use coordinating and subordinating conjunctions** | The teacher explains coordinating and subordinating conjunctions. Coordinating conjunctions join words or phrases. These conjunctions are placed between words, not at the beginning or end of a sentence (e.g., and, for, nor, so, but). Subordinating conjunctions link clauses together and describe a relationship between the two clauses (e.g., after, although, as, as if, before, rather, which). | Students locate coordinating and subordinating conjunctions in text. They write the examples and add to the class generated word bank.<br><br>Students revise their writing to create compound sentences using coordinating conjunctions. Students revise their writing, adding details to their sentences using subordinating conjunctions. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| | The teacher provides examples of coordinating and subordinating conjunctions. The teacher and class create a word bank of coordinating conjunctions (e.g., for, and, nor, but, or, yet, so) and subordinating conjunctions (e.g. because, although, before, while, until).<br><br>The teacher models how to use coordinating and subordinating conjunctions when writing. He/she provides a think aloud of the process. The teacher and students create and write sentences using coordinating and subordinating conjunctions. | |
| **Adverbs** | | |
| **Accurately choose which to use – adjective or adverb** | The teacher explains the purpose of adjectives as describing or modifying nouns and pronouns. Adjectives provide more information about the signified object.<br><br>The teacher explains the purpose of adverbs as describing or modifying verbs, adverbs, or adjectives. Adverbs tell how, when, where, and to what extent. Many adverbs end in –ly.<br><br>The teacher and class locate examples of adjectives and adverbs in a mentor text.<br><br>During shared writing, the teacher models describing and modifying nouns using adjectives.<br><br>| Original Sentence | Revised Sentence |<br>|---|---|<br>| Shaunda ate an apple. | Shaunda ate a **juicy**, **red** apple. | | Students complete a sorting activity by accurately choosing an adverb or adjective for sample sentences.<br><br>The students write in a variety of settings where they select which to use—adjective or adverb. For example, using a picture or photograph, students write descriptive paragraphs. For example:  A picture of a girl walking a dog is followed by:<br><br>*Casey is a frisky dog! Sarah, his patient owner, walks him every day. During their walk, Casey suddenly runs across the yard. Sarah repeatedly commands him to stop, but Casey continues to forcefully drag Sarah behind him.* |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| | The teacher also models how to describe and modify verbs and adjectives using adverbs.<br><br>| Original Sentence | Revised Sentence |<br>|---|---|<br>| Shaunda ate the red, juicy apple. | Shaunda **quickly** ate the red, juicy apple. |<br><br>The class creates adjective and adverb word bank anchor charts for students to access when writing. | |
| **Explain the function of adverbs** | The teacher explains the function of adverbs. Adverbs modify or describe verbs, other adverbs, or adjectives.<br><br>Using sentences from a mentor text, the teacher identifies adverbs and explains how adverbs enhance the piece of writing. The teacher and students contrast a sentence with adverbs and one without. The teacher guides the students to see how adverbs provide a clearer understanding.<br><br>For example:<br><br>| Original Sentence | Revised Sentence |<br>|---|---|<br>| Jackson whispered to the librarian. | Jackson whispered quietly to the librarian. | | Students identify and explain how the authors of previously read text use adverbs. The students create a T-chart with the adverbs on one side and the modified words on the other. The T-chart is placed in a writing center. Students write sentences using the adverbs. Other students read the created sentences and add explanations of the functions of the adverbs. They provide information about the additional meaning adverbs provide.<br><br>Students use adverbs in their writing. While conducting writing conferences, the teacher asks students to explain how and why they used adverbs in their writing. |
| **Form and use comparative adverbs** | The teacher contrasts a regular and a comparative adverb. Comparative adverbs compare two people, places, or things. For example, the sentence, *He speaks loudly*, has a regular adverb. By contrast, *He speaks louder than me*, is comparing two people, so the word, louder, is a comparative adverb.<br><br>The teacher reads text, highlighting examples where the author uses comparative adverbs. The teacher and class create an anchor chart listing the comparative adverbs and original adverbs. | In a writing center, the students refer to a list of regular adverbs and create a comparative adverb for each. The adverb cards and student created comparative adverbs become a matching language game.<br><br>Students form and use comparative adverbs as they write informational texts comparing two items, places, or people.<br><br>Students use comparative adverbs as they write opinion pieces about a preferred toy or game. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| | The teacher models forming and using comparative adverbs in sentences. The students brainstorm a situation. The class, along with the teacher, writes sentences about the situation, using comparative adverbs. The teacher thinks aloud the process. The class generates a description of the process, which is recorded and added to the anchor chart. | |
| **Sentences** | | |
| **Produce, expand, and rearrange simple and compound sentences** | The teacher reviews the definition of a simple sentence. He/she selects a simple sentence from a previously read text. He/she alters the sentence by expanding or rearranging it. The teacher thinks aloud about the comprehension of each sentence, highlighting how meaning may or may not change as the sentence is altered. The teacher repeats the same process with a sample compound sentence from the text.<br><br>During shared writing, the teacher and students create simple sentences by joining subjects and predicates.<br><br><table><tr><th>Subject</th><th>Predicate</th><th>Simple Sentence</th></tr><tr><td>The kids</td><td>swim in the pool</td><td>The kids swim in the pool.</td></tr></table><br>During shared writing, the teacher and students create compound sentences.<br><br><table><tr><th>Simple Sentence</th><th>Simple Sentence</th><th>Compound Sentence</th></tr><tr><td>Paul pulled weeds in the garden.</td><td>Paul planted tomatoes in the garden.</td><td>Paul pulled weeds and planted tomatoes in the garden.</td></tr></table> | In a writing and/or language center, students use cards with subjects and predicates. They arrange these cards to write simple sentences and record them in their writing journals.<br><br>The students' simple sentences become a second writing exercise as they combine simple sentences to write compound sentences.<br><br>Students write in a variety of settings, producing simple and compound sentences. When they revise their writing, students expand and rearrange simple and compound sentences. As students write in daily activities, expanded and rearranged sentences become more common. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| **Prepositions** | | |
| **Explain the function of prepositions** | The teacher explains that prepositions are words that link nouns, pronouns, and phrases to other words in a sentence. Prepositions are used to connect information in sentences as well as to describe situations.<br><br>The teacher and students create a chart of the most commonly used prepositions (e.g., about, across, with, of, at, to, in, for, on, by, for, from).<br><br>The teacher selects and reads text, specifically about prepositions. (e.g., Behind the Mask: A Book about Prepositions by Ruth Heller). The class discusses the explanation from the text and creates a class definition of a preposition.<br><br>During shared writing, the teacher models how to use prepositions. He/she emphasizes the function of prepositions as it impacts meaning. | The teacher provides students with excerpts of text including prepositions. Students annotate the text, highlighting the prepositions found in the text. In the margins, students explain the function of the prepositions.<br><br>Students self-edit their writing, ensuring prepositions add to the meaning of the sentence. |
| **Pronouns** | | |
| **Explain the function of pronouns** | The teacher explains the function of pronouns. Pronouns are words that can replace or substitute for a noun. (e.g., I, he, she, and they) The teacher demonstrates the usefulness of pronouns by displaying a paragraph with no pronouns. The repeated use of a person's name becomes tedious.<br><br>The teacher and students create a chart of pronouns and the nouns they can replace. The students generate an explanation of the function of the pronouns, which is added as a side note to the chart. | Students complete a language activity, matching the pronoun with the correct noun.<br><br>{table below}<br><br>Students vary their writing, inserting pronouns when appropriate. |

| Noun | Pronoun |
|---|---|
| Jonathan | He |
| Rachael, Jerome, Tony | They |
| Ashley | She |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| | | Students write several sentences on sentence strips. They underline the nouns that can be replaced with pronouns (E.g., Jonathan's dad is on the way. Nate and Terri love to play soccer.). Students use pronoun cards to cover, or replace, the underlined nouns and provide explanations of the function of the pronouns. |
| **Continue to use personal, possessive, and indefinite pronouns** | The teacher explains that personal pronouns refer to people, places, things, and ideas. He/she gives examples of personal pronouns (e.g., I, we, you, he, she, it, they, me, us, you, him, her, it, and them) and the class creates a chart of personal pronouns students can use when speaking and writing.<br><br>The teacher explains that possessive pronouns show ownership. He/she gives examples of possessive pronouns (my, our, your, his, her, its, their). The class creates a chart of possessive pronouns students can use when speaking and writing.<br><br>The teacher explains that indefinite pronouns do not refer to specific nouns. He/she gives examples of indefinite pronouns (anybody, everybody, somebody, neither, someone, and something) and the class creates a chart of indefinite pronouns students can use when speaking and writing. The teacher and students write sentences using personal, possessive, and indefinite pronouns from the lists in their writing. | Students analyze prewritten sentences and rewrite the sentences using personal, possessive, and indefinite pronouns, as appropriate.<br><br>Students use pronouns in their daily writing. Using class generated charts as needed, they use personal pronouns to replace names of people. |
| **Use reflexive pronouns** | The teacher explains that reflexive pronouns are used to refer back to the subject of the sentence (e.g., The teacher laughed at herself). He/she reads aloud a mentor text, marking the pronouns with sticky notes.<br><br>The class creates an anchor chart including reflexive pronouns (myself, herself, himself, yourself, itself, ourselves, yourselves, and themselves). | Students complete a correct/incorrect reflexive pronoun sort. Students read each sentence and decide if the reflexive pronoun is used correctly or incorrectly. Students place sentences in the correct categories.<br><br>Students use reflexive pronouns as they write about a conflict in a story or describe a reaction to a happy event. Students highlight reflexive pronouns in their writing. With partners, they discuss where they used them and why. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| | The teacher models using reflexive pronouns during shared writing experiences. The students provide input on the pronoun choices needed. Together, the teacher and class generate sample sentences, highlighting reflexive pronouns. | |
| **Determiners** | | |
| **Correctly use *a*, *an*, and *the*** | The teacher explains that we use the words, *a* or *an*, to clarify non-specific singular nouns (e.g., I need a pencil. I ate an apple). We use the word *a* before words that begin with consonants and the word *an* before words that begin with vowels.<br><br>The teacher explains that the word *the* is used to clarify singular and plural specific nouns (e.g., I need the sharpened pencil. I ate the green apple.).<br><br>The teacher and class create an anchor chart including examples of when to use the words *a*, *an*, and *the*. Students generate an explanation which is added to the anchor chart. | Students complete a word sort matching *a* or *an* to the correct noun.<br><br>Students use picture cards and write descriptions. They correctly use *a*, *an*, and *the* in their writing. |
| **Commonly Confused Words** | | |
| **Correctly use common homophones** | The teacher introduces homophones with labeled picture cards. He/she says a sentence using a homophone and asks students to provide an explanation of the meaning. He/she displays the picture cards to highlight the multiple meanings and spellings. The teacher explains that homophones are words that sound the same, but have different spellings and different meanings (e.g., to/two/too).<br><br>The teacher reads books that contain homophones. The class charts the words and their definitions from the book. They contrast the words with their homophone pairs and definitions. | Students create pictures cards of homophones to show the difference in meaning of the homophone pair. The cards are used in a writing center. Students select a homophone and write sentences demonstrating an understanding of the correct definition.<br><br>Students use homophones in their personal writing. They annotate their own writing to identify and explain homophones. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| **Interjections** | | |
| **Explain the function of and use interjections** | The teacher explains that interjections are words used to express strong feelings or sudden emotion. He/she reads books that contain interjections. The class discusses why the author made that choice and how it impacts meaning. The teacher and students create an anchor chart with a student generated definition of interjections along with a sample list. (e.g., Yes! Yuck! Hooray!) | The students work in pairs to match situations in graphic novels and comic strips with appropriate interjections. Partners take turns explaining the function of the interjections and the meanings associated with their use.<br><br>Students write comic strips or short stories independently, using interjections appropriately |

# L2 – Conventions Continuum

| Skill | K-1 | 2-3 | 4-5 | 6-8 | 9-12 |
|---|---|---|---|---|---|
| **Capitalization** | • Capitalize the first word in a sentence<br>• Capitalize the pronoun "I"<br>• Capitalize dates and names of people | • Capitalize holidays<br>• Capitalize product names<br>• Capitalize geographic names<br>• Capitalize appropriate words in titles<br>• Use correct capitalization | • Capitalize appropriate words in titles<br>• Continue to use correct capitalization | | Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded. |
| **Punctuation** | • Recognize end punctuation<br>• Name end punctuation<br>• Use end punctuation for sentences<br>• Use commas in dates | • Use commas to separate single words in a series<br>• Use commas in greetings and closings of letters<br>• Use an apostrophe to form contractions<br>• Use an apostrophe to form frequently occurring possessives<br>• Use commas in addresses<br>• Use commas in dialogue<br>• Form and use possessives<br>• Use quotation marks in dialogue | • Use punctuation to separate items in a series<br>• Continue to use commas in addresses<br>• Continue to use commas in dialogue<br>• Continue to use quotation marks in dialogue<br>• Use a comma before a coordinating conjunction in a compound sentence<br>• Use commas and quotations to mark direct speech and quotations from a text<br>• Use a comma to separate an introductory element from the rest of a sentence<br>• Use a comma to set off the words yes and no<br>• Use a comma to set off a tag question from the rest of the sentence<br>• Use a comma to indicate a direct address<br>• Use underlining, quotation marks, or italics to indicate titles of works | • Use punctuation to set off nonrestrictive/parenthetical elements<br>• Use a comma to separate coordinate adjectives<br>• Use punctuation to indicate a pause or break<br>• Use an ellipsis to indicate an omission<br>• Use a semicolon to link two or more closely related independent clauses<br>• Use a colon to introduce a list or quotation<br>• Apply hyphen conventions | |

**Grade 2 ELA Standards, Clarifications and Glossary**

| Skill | K-1 | 2-3 | 4-5 | 6-8 | 9-12 |
|---|---|---|---|---|---|
| **Spelling** | • Write a letter or letters for most consonant and short-vowel sounds<br>• Spell simple words phonetically, drawing on knowledge of sound-letter relationships<br>• Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions<br>• Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words | • Use conventional spelling for high frequency and other studied words and for adding suffixes to base words<br>• Use spelling patterns and generalizations (such as *word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts*) when writing words | • Continue to use conventional spelling for high frequency words and other studied words<br>• Continue to use conventional spelling for adding suffixes to base words<br>• Continue to use spelling patterns and generalizations when writing words<br>• Spell grade-appropriate words correctly | • Consistently apply conventional rules to spell words correctly | Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded. |
| **References** | | • Consult reference materials as needed to check and correct spellings | • Continue to consult reference materials as needed to check and correct spellings | • Continue to consult reference materials as needed to check and correct spellings | |

## CLARIFICATIONS

**L.2** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **2-3 conventions continuum**.

_**Mastery:**_ _Teachers recognize and assess student mastery of the skills in the L.2 Continuum through student writing and speaking. Students' writing and speaking are assessed by the student, peers, and the teacher._

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| **Capitalization** | | |
| **Capitalize holidays** | The teacher introduces capitalizing holidays through use of high quality text. The teacher underlines or highlights the capitalized holidays in the text for students to see. He/she identifies holidays as specific days. For example, Halloween is not just any day. It is a proper noun, the name of a particular day, different from other days. The name of a holiday is capitalized. The teacher and students make a list of holidays from the text, writing the first letter in a contrasting color to signify the capitalization. | Students write explanations of holiday traditions, capitalizing holidays in the writing. The students complete the writing in pairs or individually, as the teacher circulates to support as needed.<br><br>The teacher provides opportunities for students to practice capitalizing holidays. Writing activities may include writing about the origin of holidays or listing the holidays in a specific month or season. |
| **Capitalize project names** | The teacher uses environmental text to introduce product names as proper nouns which are capitalized. He/she presents store flyers, consumer reports, or magazine ads. Students locate the product names. The teacher contrasts general terms, or common nouns such as potato chips, with a specific product name, or proper noun, such as Lays. The product name is a proper noun because it is the name of a specific item, a Lays potato chip, not any other potato chip. The class generates a list of products (proper names) which the teacher records, capitalizing the first letter. The teacher circles the capitalized letter to highlight its significance. Students circle the capitalized letter in product names in the environmental text. | The teacher and class write a grocery list together. The teacher engages students to determine if the item is a general term/common noun. This is contrasted with specific product names/proper nouns, which are capitalized. For example, Dial is capitalized but soap is not. The students continue writing the list, using a grocery store flyer as a reference. The teacher circulates and supports the capitalization in the writing.<br><br>The teacher provides additional opportunities for students to practice capitalizing product names. This may include writing a story with product names of birthday gifts or completing a practice sheet of common nouns and product names to determine which is capitalized. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| **Capitalize geographic names** | The teacher introduces capitalization of geographic names through text such as maps, globes, and travel brochures. The teacher reminds students that the name of a specific place is a proper noun and therefore is capitalized. He/she contrasts a proper name, such as Appalachian Mountains, with river or hill which are common nouns. The teacher and students identify geographic names and highlight the capital letter.<br><br>The teacher and students generate a T-chart of words with proper names listed and capitalized on one side and common nouns on the other. The teacher and class use text and geographic name(s) to write a sentence, capitalizing geographic names. | Students work in small groups or pairs, highlighting and underlining capitalized geographic names in texts such as maps, text with maps or labeled geographic locations, and brochures. Students work independently, using the text to write sentences. They include the use of capitalized geographic names in the writing. Students continue to capitalize geographic names as they occur in writing activities such as explanations of social studies events. |
| **Capitalize appropriate words in titles** | The teacher introduces capitalization of appropriate words in titles by showing students the titles of books, magazines, and newspapers.<br><br>The teacher instructs the students to analyze the titles and determine the words that are capitalized. The teacher and students identify all the words are capitalized except short words, including:  a, an, and, but, for, the, on, at, the, or, from, that, in. This rule does not apply if they are the first word in the title. Students write titles of the exemplar texts on index cards, capitalizing appropriate words in the titles.<br><br>The teacher and class create an anchor chart with index cards. Capitalized letters are highlighted. Words that are exceptions are also noted. The teacher and students generate explanations. | The class creates a chart of books they read throughout the year, capitalizing appropriate words in each title. Individual students record books read on reading logs, writing the titles with correct capitalization and referencing the anchor chart, as needed.<br><br>The teacher provides students with opportunities to write about books they have read. When students reference titles in book recommendations, summaries, or comparison of books, they capitalize appropriate words in the titles. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| **Use correct capitalization** | The teacher provides direct instruction on correct capitalization, following the conventions of the English language. He/she provides exposure to a mentor text, identifies correct capitalization, and models transferring the skill to personal writing. The teacher creates an anchor chart with the class to reinforce correct capitalization. The anchor chart includes samples and student generated explanations. The anchor chart is then posted as a reference for student use. | The students use correct capitalization as they write in a variety of settings. Students write in response to questions about a text. They write non-fiction paragraphs about a science topic. They write narrative stories about family experiences. In all of these situations, students use correct capitalization. Anchor charts and student generated explanations are used as references, if needed. |
| **Punctuation** | | |
| **Use commas to separate single words in a series** | Using a mentor text, the teacher provides direct instruction on the use of commas to separate single words in a series. He/she explains the use of commas in a series impacts meaning. The teacher presents a sentence such as, "I had pizza, salad, bread, and tea for dinner." He/she contrasts it with the same sentence without commas: "I had pizza salad bread and tea for dinner." The former indicates four separate items, while the latter refers to two items, since there is no comma. The teacher and class write sentences including single words in a series. Commas are inserted to separate the items in the series. Students highlight the commas to call attention to their significance. The teacher and students create an anchor chart with sample sentences, using commas to separate single words in a series, along with an explanation of the proper usage. | During a writing mini-lesson, the teacher provides three or four simple sentences, such as the following: "Mr. Jackson is a third-grade teacher. Mrs. Watson is a third-grade teacher. Ms. White is a third-grade teacher. Mrs. Little is a third-grade teacher." The students rewrite the information into one sentence, using commas to separate the names in a series. (e.g., Mr. Jackson, Mrs. Watson, Ms. White, and Mrs. Little are third grade teachers.) The students write in a variety of settings. They write about school activities with friends, list items needed for a science experiment, or detail characteristics of a favorite book character. In each situation, students write using commas to separate single words in a series. |
| **Use commas in greetings and closings of letters** | The teacher provides direct instruction on the use of commas in the greetings and closings of letters. He/she displays a letter and identifies the parts of the letter, with specific attention to the greeting and closing. The teacher highlights the use of commas | Students work in pairs or individually to write letters to classmates or book characters, using commas in greetings and closings. The teacher provides additional opportunities for students to write letters to favorite authors, local companies, or the school's principal. In each letter, |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| | at the end of a greeting (e.g. Dear Mother,) and closing (e.g. Sincerely,).<br><br>The teacher and class create an anchor chart of a letter format, emphasizing the use of commas in the greeting and closing. The class generates an explanation of comma usage, which is added to the anchor chart as a side note. | students use commas in greetings and closings, referring to the created anchor chart, as needed. |
| **Use an apostrophe to form contractions** | The teacher refers to contractions found in a previously read text. He/she creates a list and explains the use of an apostrophe to form these contractions. The teacher provides an explanation such as, "Contractions are formed by shortening a word or combining two words. The apostrophe replaces the missing letters." The teacher and students create a T-chart of words and the contractions formed from the word(s). The apostrophe is highlighted to signify its usage. The class generates sentences using contractions. The teacher models as the students write the sentences using apostrophes to form contractions. | Students create cards with word(s) and their corresponding contractions. Students use apostrophes to form contractions. The card sets are used in a center for matching or to prompt writing sentences with the contractions, using the apostrophe appropriately.<br><br>Students use apostrophes to form contractions in their daily writing. |
| **Use an apostrophe to form frequently occurring possessives** | The teacher locates examples of possessives in a previously read text. He/she makes a list of phrases and engages students to determine a common feature. With teacher prompting, as needed, students note the use of the apostrophe to form the sample possessives. The teacher explains these frequently occurring possessives are formed to show ownership.<br><br>The class generates examples, using the students' names to show ownership, such as Emma's pencil or Jose's lunchbox. Students trace over the apostrophe to highlight its usage. Students use arrows to indicate ownership. For example, an arrow from the word pencil to the name, Emma, shows ownership. | Students write stories about their classmates and their pets, using apostrophes to form frequently occurring possessives. The teacher provides a variety of writing opportunities for students to practice writing possessives correctly. This may include explaining the conflict or emotions of a character in a book or writing detailed descriptions of their pets. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| **Use commas in addresses** | The teacher introduces the use of commas in addresses by displaying the school's address. He/she points out the organization of the address and spotlights the use of a comma to separate the city and state. Commas are used to separate information for ease of understanding. Students work in small groups, locating commas in addresses on mailed envelopes. Students write their personal addresses on envelopes, using commas to separate the city and state.<br><br>The teacher compares the use of commas in addresses written on an envelope and those written within the body of a text. Commas are used to separate information for ease of understanding, so a comma separates the street address and city, in addition to separating the city and state. | The students write letters to family members, referencing the school address in the bodies of the letters. They also write the family members' addresses on mailing envelopes. Students use commas in each address appropriately.<br><br>The teacher provides a variety of opportunities to practice using commas in addresses, including students writing specific directions to a friend's house or writing informational paragraphs about themselves, including their addresses. |
| **Use commas in dialogue** | The teacher introduces the use of commas in dialogue through high quality text with relevant examples. The teacher explains that commas are used to indicate a pause in the reading and set apart the speaker from the actual dialogue. The teacher and class analyze the examples to determine the consistent placement of commas. Examples include "he said" placement at the beginning and also at the end of the sentence. The teacher and class record steps for using commas in dialogue with examples. The teacher and students create dialogue appropriate to the text. They write the new sentence(s) using commas in dialogue. For example, Wilbur said, "I am afraid." "Don't worry," said Charlotte. | Students are given the opportunity to write independently using commas in dialogue. In the writing center, students create fictional writing pieces with dialogue between characters. In the reading center, students retell story events including key dialogue between main characters. A math journal may include direct quotes from the teacher regarding appropriate steps for problem solving. |
| **Form and use possessives** | The teacher reviews the definition of possessives in relation to ownership.<br><br>A previous class generated anchor chart provides examples of frequently occurring possessives. The teacher locates less common examples in read aloud text to add to the anchor chart. | The teacher provides students with word phrases with possessives. Students work in pairs to write sentences, forming the possessives correctly. One student writes the sentence. The other student does a quick draw of a person, with a thought bubble explaining the meaning of each sentence and the use of the possessive. The partners switch roles. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| | Additional examples may include a plural possessive, such as *girls' games.* The teacher models forming the possessive by adding an apostrophe at the end of a plural noun. He/she explains this is used in reference to games that belong to more than one girl. This is contrasted with *girl's games* which is formed with an apostrophe and "s" and is used to represent many games that belong to one girl. The teacher and class list more examples of possessives. They add side notes to explain the form and use of each example. | The sentences and illustrations are placed in a center for a matching activity. The teacher provides opportunities for the students to form and use possessives through daily writing. |
| **Use quotation marks in dialogue** | The teacher introduces quotation marks through the use of a mentor text, rich with examples of dialogue. He/she underlines the spoken words and highlights the quotation marks around the dialogue. In this way, the teacher demonstrates how quotation marks set apart what was spoken. Quotation marks clarify what is said and by whom. They use arrows and side notes to explain the proper use of quotation marks (and other punctuation learned.) This example becomes an anchor chart to be used as a reference for student writing. | Students work in pairs, sharing opinions about school lunches, a local election, or a favorite movie. The students have a verbal exchange and then write the conversation, using quotation marks in the dialogue appropriately. Students continue to use quotation marks in dialogue as they create realistic fictional stories about a classmate or a fantasy fiction story about a space alien. |
| **Spelling** | | |
| **Use conventional spelling for high frequency and other studied words and for adding suffixes to base words** | The teacher instructs students to use conventional spelling for high frequency words and other studied words. The teacher models adding suffixes to base words. He/she presents a list of words on a chart. He/she thinks aloud as he/she rewrites the word, adding a suffix, written in a different color from the base word. The teacher includes examples of spelling practices, such as doubling the consonant, according to 1:1:1 (One syllable word with one vowel followed by one consonant, | The teacher provides opportunities for students to use conventional spellings for high frequency and other studied words and for adding suffixes to base words. He/she may dictate sentences for students to write. In daily writing, as a part of independent work or in centers, students use conventional spelling for high frequency and other studied words. Students use classroom resources as needed. Students add suffixes to base words to change the tense in stories when they write about class field trips, or when they explain a scientific concept. |

| 2-3 Skill | How to Introduce and Model | How to Build |
|---|---|---|
| | the consonant is doubled before adding a suffix). For each example, the teacher adds a speech bubble or side note with an explanation. (For example, drop silent e, change y to i). The teacher and students add examples to the chart, including explanations, as needed. | |
| **Use spelling patterns and generalizations (such as *word families, position-based spellings, syllable patterns, ending rules,* and *meaningful word parts)* when writing words** | The teacher demonstrates using concepts taught and applying spelling practices in writing. He/she reviews the skill in isolation and models the transfer to writing. For example, in isolation, the teacher lists word families, calling attention to the common chunk or rime and changing the beginning sound or onset. He/she thinks aloud as he/she models application. "I know how to spell past so I can spell blast in my sentence. *We had a blast on our trip.*"<br><br>The process is repeated with other spelling generalizations. For example, the teacher and students write sentences, spelling words using ending rules appropriately. Once spelling patterns and generalizations are taught, the teacher directs students to apply the skill in their writing. For example, after the class creates an anchor chart about changing y to i before adding a suffix, a student can use that knowledge and write, *I **tried** my best in the game.* | The students are given independent opportunities to use spelling patterns and generalizations when writing. References of previously taught spelling lessons are readily available. The teacher expectation is that students will apply the skills taught in isolation to their writing. Writing opportunities include daily student work, creating fictional stories in a writing center, writing a book report on a class library text, explaining a math concept, or summarizing a social studies lesson. |
| **Reference** | | |
| **Consult reference materials as needed to check and correct spellings** | The teacher models writing a short story, thinking aloud her spelling process. Some words are known and can be spelled easily. The teacher models how to spell unknown words by using reference materials such as a dictionary (printed and/or digital), word wall, or anchor chart. The teacher and class practice consulting the reference materials. The teacher provides a step by step process of identifying the first letter and then subsequent letters to narrow the search. He/she demonstrates using the guide words to target the location of the word to spell. | Students participate in many writing activities. They write responses to specific reading questions. They write the results of a science experiment, or they write realistic and fantasy stories. In each writing experience, students apply skills taught previously. Students consult reference materials, as needed, to check and correct spellings. |

## Language Standards

| | STANDARD | CLARIFICATION | GLOSSARY |
|---|---|---|---|
| **Cluster: Conventions of Standard English** | | | |
| L.2.1 | Demonstrate command of the **conventions of standard English grammar** and **usage** when writing or speaking; demonstrate **proficiency** within the 2-3 grammar continuum. | See Language Grammar Continuum | **conventions of spoken and written standard English** – the generally accepted rules and practices for speaking and writing in the English language<br><br>**grammar** – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc.<br><br>**proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success<br><br>**usage** – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions |
| L.2.2 | Demonstrate command of the **conventions of standard English** capitalization, **punctuation**, and spelling when writing; demonstrate **proficiency** within the 2-3 conventions continuum. | See Language Conventions Continuum | **conventions of spoken and written standard English** – the generally accepted rules and practices for speaking and writing in the English language<br><br>**proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success<br><br>**punctuation** – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.) |

| | STANDARD | CLARIFICATION | GLOSSARY |
|---|---|---|---|
| **Cluster: Knowledge of Language** | | | |
| **L.2.3** | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Compare **formal** and **informal uses of English.** | Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening.<br><br>• Students recognize the differences between formal language and informal language in reading, writing, speaking, and listening situations.<br><br>*In the Classroom*<br>Teachers provide opportunities for students to read and analyze a wide variety of texts for differences in style. While reading, students use sticky notes to indicate where authors use formal or informal language effectively.<br><br>Students write two different letters on the same topic: one informal letter to a family member and one formal letter to a newspaper. Students highlight differences in their word usage and discuss how the tone of each letter differs. | **formal English, style, task, and use of** – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary.<br><br>**informal English, style, task, and use of** – English language usage that is not generally held to grammar and style conventions and may not have a logical structure (e.g., dialogue may jump from one topic to another without transition). When spoken, informal usage may consist of slang terms and idioms; when written, informal usage may lack organization and ignore grammatical rules. |
| **Vocabulary Acquisition and Use** | | | |
| **L.2.4** | Determine and/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: **context clues**, word parts, **word relationships**, and **reference materials**. | Students figure out and/or confirm the meaning of grade 2 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies—context clues, word parts, word relationships, and reference materials.<br>• Use sentence-level context as a clue to the meaning of a word or phrase: Students use the words around the unknown words to determine the meaning of that word.<br>• Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell): Students understand the meaning of a word when a known prefix is added. | **context clues** – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it<br><br>**multiple-meaning words and phrases** – words and phrases that have more than one meaning (e.g., elephant's **trunk** / car **trunk**)<br><br>**reference materials** – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary<br><br>**word relationship** – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.) |

| STANDARD | CLARIFICATION | GLOSSARY |
|---|---|---|
| | <ul><li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional): Students recognize and use known root words when reading an unknown word with the same root word.</li><li>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark):  Students use their understanding of each word in a compound word to determine the meaning of the compound word as a whole.</li><li>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases: Students reference grade appropriate glossaries and dictionaries when determining or clarifying an unknown word or phrase.</li><li>Identify real-life connections between words and their use: Students think about new words in familiar contexts. For example, if a student doesn't understand the word spicy or juicy, he/she may think about foods that are spicy or juicy.</li></ul><br>*In the Classroom:*<br>During shared reading or read aloud, the teacher models using sentence level context clues to determine the meaning of the unknown word by identifying clue words or phrases to understand the word. (e.g. In the sentence, "She penned a letter.", penned is a verb or action word and has to do with the action of creating a letter, so penned means writing).<br><br>Students use graphic organizers to analyze the meanings of unknown words by adding root words or word parts within the unknown word, and information about how the prefix or affix changed the meaning of the root word. | |

| | | STANDARD | CLARIFICATION | GLOSSARY |
|---|---|---|---|---|
| **L.2.5** | | Demonstrate understanding of **nuances** in word meanings. <br> a. Distinguish shades of meaning among closely related verbs and closely related **adjectives.** | Students understand subtle differences in word meanings. <br> • Students determine the slight differences in the meanings of closely related verbs (e.g. toss, throw, hurl) and adjectives (e.g. thin, slender, skinny, scrawny). <br><br> *In the Classroom:* <br> The teacher provides a group of closely related verbs or adjectives. Students discuss the meanings of the words and how they are different. Students represent the words either by writing definition, drawing pictures, or acting them out. <br><br> Students work with partners to come up with a group of five words that have similar meanings. Students discuss the meanings of the words and sort them in order from less descriptive to more descriptive words, using a semantic gradient such as a paint chip sample by relating the slight change in color to the slight change in meaning. Students share and explain their rankings of words with classmates. | **adjective** – a word that modifies a noun by providing more detailed information (e.g., **fast** car) <br><br> **nuance** – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., **happy** compared to **giddy**) |
| **L.2.6** | | Use words and **phrases** learned through conversations, reading and being read to, and responding to **texts**, including using **adjectives** and **adverbs** to **describe**. | Students use words and phrases in their speaking and writing. The words and phrases are learned through conversations with peers and adults, texts that they read or that been read to them, and responses to texts, both oral and written. Students use adjectives and adverbs when describing (e.g., When other kids are happy, that makes me happy). <br><br> *In the Classroom:* <br> Teachers provide students with mentor texts rich in adjectives and adverbs. Students identify how adjectives and adverbs are used by the authors to describe events, characters, settings, etc. In partners, students write sentences using rich adjectives and adverbs, as modeled by the mentor text. The teacher creates a class word | **adjective** – a word that modifies a noun by providing more detailed information (e.g., **fast** car) <br><br> **adverb** – a word that modifies an adjective (e.g., **extremely** fast car), a verb (e.g., ran **quickly**), or another adverb (e.g., You performed that song **very** well.) <br><br> **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account <br><br> **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb |

| STANDARD | CLARIFICATION | GLOSSARY |
|---|---|---|
| | wall using these words. As students use these words in their speaking and/or writing, they put stickers on that word's card. | would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") |
| | Students read texts and use sticky notes identifying interesting words/phrases the authors use. Students look up the meanings or discuss these words to deepen their understanding of the words. They practice using them in conversations and in writing. | **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |