

SECOND GRADE ELA CURRICULUM GUIDE

Beginning Fall 2021



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CURRICULUM DIRECTOR

This ELA Curriculum Guide is prepared to assist with implementation of the Florida BEST Standards. Appendices and resources pertinent to this grade level are included from the original document prepared by the Florida Department of Education. To see the original document in its entirety, go to [FLA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS \(fldoe.org\)](https://fldoe.org/standards/english-language-arts/) or check the document given to you in training. You may also view your course description on CPALMS.

General Notes (from State Course Description)

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

State Requirements

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts.

Approximately one-third of the titles from the [Second Grade Sample Book List \(Appendix A\)](#) should be used in instruction. (District Note: Texts are referenced at point of use in this document and in Appendix A.).

District Expectations

1. Teachers will utilize this Curriculum Guide as the foundational document for planning.
2. Teachers will adhere to the components of STANDARDS-BASED INSTRUCTION when planning and delivering instruction.
3. The following district-adopted instructional materials will serve as the foundational tools for delivery of instruction:
 - a. Harcourt Journeys
 - b. READY for ELA
 - c. SIPPS, Challenge Level – *Some Extension Level lessons may be required based on the students' progress in first grade.*
 - d. Trade books provided by the district for ELA and Civics – These are from the state-required list for the BEST Standards.
4. Legible penmanship will be taught and reinforced throughout the year. Manuscript writing is introduced in kindergarten. Printing is practiced and perfected in first and second grades to build fluency in the students' ability to get words on paper. The Zaner-Bloser one stroke method is used for instruction.
5. Assigned student work, whether in class or for homework, must have a standards-based purpose that can be articulated by the teacher. Can you answer the question: "How will this assignment help the student move closer to mastery of or fluency with the standard requirement?"
6. Any assigned homework must be respectful (aligned to the developmental level of the student and worthy, in terms of potential learning, of the time allotted) and standards based.
7. Grades must reflect student accomplishment of the on-grade-level standards and learning targets.
8. Teachers are expected to integrate Science, Social Studies, and Health standards as they teach ELA to ensure full coverage of the state curriculum.

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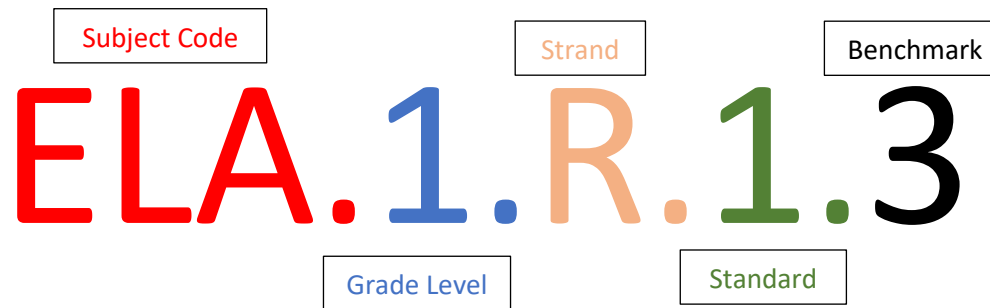
Organization of the Standards

The mastery standards themselves represent end-of-the-year goals students should master and are divided into four strands: Foundations, Reading, Communication, and Vocabulary.

- **Foundations** The Foundations Strand has been adapted to meet the needs of the traditional beginning reader and expanded to include remediation for secondary students who are not yet proficient readers. Additional resources related to the Foundations standards are in Appendix B of this document (See Appendix E in the original document).
- **Reading** The Reading Strand is divided into three standards: reading prose and poetry, reading informational text, and reading across genres. For all Reading standards, when evaluating text complexity to determine if a text is appropriate to the grade level, quantitative, qualitative, and student-centered demands should be considered together. See Text Complexity (Appendix B in this document).
- **Communication** The Communication Strand is divided into five standards: communicating through writing, communicating orally, following conventions, researching, and creating and collaborating. Additional resources related to the Communication standards are in Appendix C of this document.
- **Vocabulary** The Vocabulary Strand is comprised of one standard: finding meaning. Vocabulary is a building block of knowledge and essential to a thorough understanding of text. Additional resources related to the Vocabulary standards are in Appendix D.

Coding Scheme

The coding scheme of BEST matches the coding scheme for all other subjects in your curriculum.



ELA Expectations K – 5

In the past, the following expectations were explicit within specific standards. In the BEST Standards, these expectations govern ALL ELA instruction. The FLDOE calls them ‘umbrella skills’ under which all instruction occurs, and as such, they are interwoven into all of the standards and benchmarks. They define the way of work as we teach English Language Arts. The expectations extend through grade 12, but only the clarifications for grades K – 5 are included here.

Expectation	Clarification
ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.	<p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p>
ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.	See Text Complexity for grade-level complexity bands and a text complexity rubric. This is included as Appendix B in this document.
ELA.K12.EE.3.1 Make inferences to support comprehension	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond
ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	<p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think because .” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining, and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.	In kindergarten and 1st grade , students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond , students practice appropriate social and academic language to discuss texts.

Standards Map

Standards Map

Strand	Standard	Benchmark	Code
Foundations (F)	Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1
		Phonological Awareness	F.1.2
		Phonics and Word Analysis	F.1.3
		Fluency	F.1.4
	Applying Foundational Reading Skills for Secondary Students Needing Reading Interventions	Phonological Awareness	F.2.1
		Phonics	F.2.2
		Encoding	F.2.3
		Fluency	F.2.4
Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1
		Theme	R.1.2
		Perspective and Point of View	R.1.3
		Poetry	R.1.4
	Reading Informational Text	Structure	R.2.1
		Central Idea	R.2.2
		Purpose and Perspective	R.2.3
		Argument	R.2.4
	Reading Across Genres	Interpreting Figurative Language	R.3.1
		Paraphrasing and Summarizing	R.3.2
		Comparative Reading	R.3.3
		Understanding Rhetoric	R.3.4
Communication (C)	Communicating Through Writing	Handwriting	C.1.1
		Narrative Writing	C.1.2
		Argumentative Writing	C.1.3
		Expository Writing	C.1.4
		Improving Writing	C.1.5
	Communicating Orally	Oral Presentation	C.2.1
	Following Conventions	Conventions	C.3.1
	Researching	Researching and Using Information	C.4.1
	Creating and Collaborating	Multimedia	C.5.1
		Technology in Communication	C.5.2
Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1
		Morphology	V.1.2
		Context and Connotation	V.1.3

SECOND GRADE ELA

Students should have mastered print concepts and phonological awareness. The foundational skills emphasized at this grade level are phonics and fluency. The concept of theme is introduced in 2nd grade, building on the finding of a moral from 1st grade. Author's purpose is introduced for informational text. Students are now printing legibly and writing narratives that include transitional words.

Foundational Skills

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
FOUNDATIONAL SKILLS		
LA.2.F.1 Learning and Applying Foundational Reading Skills		
<p><i>Phonics and Word Analysis</i></p> <p>ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <p>a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).</p> <p>b. Decode regularly spelled two-syllable words with long and short vowels.</p> <p>c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).</p> <p>Benchmark Clarifications: Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. <i>(Wakulla County Schools use the High-Frequency Word Lists from the SIPPS Challenge program.)</i> Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p>ELA Expectation: <i>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.</i></p>	<p>Essential Question: How does my knowledge of letter-sound relationships help me read well?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can decode words with vowel teams and vowel diphthongs. • I can decode two-syllable words with long and short vowels. • I can decode words with open and closed syllables. • I can decode words that end with -le. • I can decode words with common prefixes. • I can decode words with common suffixes. • I can decode words that have silent letter combinations, like 'knight' and 'ghost'. 	<p>decode vowel team vowel diphthong syllable long and short vowels open syllable closed syllable prefix/prefixes suffix/suffixes phonics</p> <p>Cross-Curricular Connection <i>Phonics skills may be reinforced as you work with content-area texts. Look for examples of words that meet the spelling pattern on which you are working and add them to a word chart organized by spelling pattern. In this way students are connecting their ELA learning to their content areas.</i></p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none"> • SIPPS Extension and Challenge Levels 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
FOUNDATIONAL SKILLS CONTINUED LA.2.F.1 Learning and Applying Foundational Reading Skills		
<p><i>Fluency</i></p> <p>ELA.2.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>Benchmark Clarifications: Clarification 1: See Dolch and Fry word lists. (See Appendix E for the Wakulla County Lists.) Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. (Appendix E) Clarification 4: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody (Appendix E). Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. (See Appendix A)</p> <p>ELA Expectation: <i>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</i> <i>Clarification: Students learn to listen to one another respectfully.</i></p>	<p>Essential Question: What makes reading sound interesting?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can read my texts fluently. • I can read my texts with expression. 	<p>Fluently Appropriate Expression Oral reading Fluency Accurate/accuracy</p> <p>Cross-Curricular Connection Students can recognize their high-frequency words as they participate in reading content-area text or shared writing about the content-area topic. The practice that they receive in content-area reading will do much to spur them to be successful readers.</p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none"> • SIPPS Challenge and Extension Levels • Fluency Norms and Rubrics – Appendix E • Text Complexity – Appendix B 		

Reading

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
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LA.2.R.1 Reading Prose and Poetry		
<p><i>Literary Elements</i></p> <p>ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.</p> <p>Benchmark Clarifications: Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. Clarification 2: For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text. Clarification 3: For character, students will describe characters’ traits, feelings, and behaviors.</p> <p>ELA Expectation: <i>ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning. Clarification: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text.</i></p>	<p>Essential Question: How can understanding how a story works help me to understand it?</p> <p>Learning Targets:</p> <ul style="list-style-type: none">• I can identify the plot structure in a story.• I can describe the main story elements (setting, characters, sequence of events) in a literary text.	<p>Character Character Traits Setting Sequence of Events Story Story Elements Evidence Behaviors Feelings</p>
		<p>Cross-Curricular Connection <i>After reading a biography or an informational text on a historical period, discuss the terms and designations of time sequence found in the text.</i> SS.2.A.3.1 – Identify terms and designations of time sequence.</p>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none">• READY ELA• Sample Texts:<ul style="list-style-type: none">○ <i>Bears on Hemlock Mountain</i> by Alice Dalgliesh○ <i>Four Famished Foxes and Fosdyke</i> by Pamela Duncan○ <i>Mango, Abuela, and Me</i> by Meg Medina○ <i>One Morning in Maine</i> by Robert McCloskey○ <i>Seven Blind Mice</i> by Ed Young○ <i>The Coastal Dune Drama: Bob, the Gopher Tortoise</i> by Katherine Seeds Nash○ <i>The Gingerbread Man</i> by Jim Aylesworth○ <i>The Patchwork Quilt</i> by Valerie Flournoy○ <i>The Runaway Piggy</i> by James Luna○ <i>Winnie the Pooh</i> by A.A. Milne <p>Florida Civics Book List for Second Grade, Appendix B</p>		
STANDARD/BENCHMARK WITH CLARIFICATIONS		STUDENT FRIENDLY LEARNING TARGETS
READING CONTINUED		ALIGNED ACADEMIC VOCABULARY (APPENDIX D)

LA.2.R.1 Reading Prose and Poetry		
<i>Theme</i> ELA.2.R.1.2: Identify and explain a theme of a literary text. ELA Expectation: <i>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.</i>	Essential Question: How can understanding the theme of a story make me a better reader? Learning Targets: <ul style="list-style-type: none">• I can identify the theme of a story.• I can explain the theme of a story.	Identify Theme Explain
		Cross-Curricular Connection <i>As you read stories from different periods of history, have students look for the theme.</i>
ALIGNED RESOURCES/ACTIVITIES		Assessment
<ul style="list-style-type: none">• READY ELA• Sample Texts:<ul style="list-style-type: none">○ <i>“Gathering Leaves”</i> by Robert Frost○ <i>“The Crocodile”</i> by Lewis Carroll○ <i>“The Fieldmouse”</i> by Cecil Frances Alexander○ <i>“The Swing”</i> by Robert Louis Stevenson○ <i>Bears on Hemlock Mountain</i> by Alice Dalgliesh○ <i>Four Famished Foxes and Fosdyke</i> by Pamela Duncan○ <i>Mango, Abuela, and Me</i> by Meg Medina○ <i>One Morning in Maine</i> by Robert McCloskey○ <i>Seven Blind Mice</i> by Ed Young○ <i>The Gingerbread Man</i> by Jim Aylesworth○ <i>The Patchwork Quilt</i> by Valerie Flournoy○ <i>The Runaway Piggy</i> by James Luna○ <i>Winnie the Pooh</i> by A.A. Milne		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED LA.2.R.1 Reading Prose and Poetry		

<p><i>Perspective and Point of View</i></p> <p>ELA.2.R.1.3: Identify different characters’ perspectives in a literary text.</p> <p>Benchmark Clarifications: Clarification 1: The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p> <p>ELA Expectation: <i>ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning. Clarification: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text.</i></p>	<p>Essential Question: Why is it important to determine the characters’ perspectives in a story?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> I can identify the perspectives of the different characters in a story. 	<p>Perspective (be sure to read the definition in the Clarifications) Literary Text</p> <hr/> <p>Cross-Curricular Connection <i>Perspective is a word that crosses content areas. Talk about perspective as it relates to historical figures and scientific concepts.</i></p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>	<p>Assessment</p>	
<ul style="list-style-type: none"> READY ELA Sample Texts: <ul style="list-style-type: none"> <i>Bears on Hemlock Mountain</i> by Alice Dalgliesh <i>Four Famished Foxes and Fosdyke</i> by Pamela Duncan <i>Mango, Abuela, and Me</i> by Meg Medina <i>One Morning in Maine</i> by Robert McCloskey <i>Seven Blind Mice</i> by Ed Young <i>The Gingerbread Man</i> by Jim Aylesworth <i>The Patchwork Quilt</i> by Valerie Flourney <i>The Runaway Piggy</i> by James Luna <i>Winnie the Pooh</i> by A.A. Milne 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>READING CONTINUED LA.2.R.1 Reading Prose and Poetry</p>		

<p>Poetry</p> <p>ELA.2.R.1.4: Identify rhyme schemes in poems.</p> <p>Benchmark Clarifications:</p> <p>Clarification 1: Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other.</p> <p>Examples:</p> <table><tr><td>I never saw a purple cow. A I never hope to see one; B But this I'll tell you anyhow, A I'd rather see than be one! B —Gelett Burgess</td><td>Little Miss Muffet A Sat on a tuffet, A Eating her curds and whey; B Along came a spider C And sat down beside her, C And frightened Miss Muffet away. B -Traditional Nursery Rhyme</td></tr></table> <p>ELA Expectation: <i>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.</i></p>	I never saw a purple cow. A I never hope to see one; B But this I'll tell you anyhow, A I'd rather see than be one! B —Gelett Burgess	Little Miss Muffet A Sat on a tuffet, A Eating her curds and whey; B Along came a spider C And sat down beside her, C And frightened Miss Muffet away. B -Traditional Nursery Rhyme	<p>Essential Question:</p> <p>How many ways can a poem rhyme?</p> <p>Learning Targets:</p> <ul style="list-style-type: none">I can identify rhyme schemes in poems.	<p>Poem</p> <p>Prose (maintain from 1st grade) Stanza (maintain from 1st grade) Line Break (maintain from 1st grade) Rhyme Scheme</p> <p><i>Note: Rhyme scheme is only mentioned in the second-grade standard.</i></p> <p>Cross-Curricular Connection</p> <p><i>Include poems from history and poems that align with science content.</i></p> <p><i>Example: “Your World” By Georgina Douglas Johnson (public domain)</i> <i>“Who Has Seen the Wind?” by Christina Rossetti (public domain)</i> SC.2.E.7.4 – Investigate that air is all around us and that moving air is wind.</p>
I never saw a purple cow. A I never hope to see one; B But this I'll tell you anyhow, A I'd rather see than be one! B —Gelett Burgess	Little Miss Muffet A Sat on a tuffet, A Eating her curds and whey; B Along came a spider C And sat down beside her, C And frightened Miss Muffet away. B -Traditional Nursery Rhyme			
<p>ALIGNED RESOURCES/ACTIVITIES</p> <ul style="list-style-type: none">READY ELASample Texts:<ul style="list-style-type: none">“<i>Gathering Leaves</i>” by Robert Frost“<i>The Crocodile</i>” by Lewis Carroll“<i>The Fieldmouse</i>” by Cecil Frances Alexander“<i>The Swing</i>” by Robert Louis Stevenson<i>The Gingerbread Man</i> by Jim Aylesworth<i>The Runaway Piggy</i> by James Luna		<p>Assessment</p>		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>READING CONTINUED LA.2.R.2 Reading Informational Text</p>		

<p><i>Structure</i></p> <p>ELA.2.R.2.1: Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.</p> <p>ELA Expectation: <i>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.</i></p>	<p>Essential Question: How does an author help us understand the text?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify titles and headings in an informational text. • I can identify captions and graphs in an informational text. • I can use maps in an informational text. • I can find the glossary and use it to help me understand an informational text. • I can use text features to help me understand a text. 	<p>Title Heading Illustration Text Caption Graph Map Glossary Informational text</p> <p>Cross-Curricular Connection <i>Informational texts used when teaching content areas are great resources for teaching this skill. This is also a good connection to writing as students make their own informational texts to explain concepts.</i></p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>		<p>Assessment</p>
<ul style="list-style-type: none"> • READY ELA • Sample Texts: <ul style="list-style-type: none"> ○ <i>A More Perfect Union: The Story of Our Constitution</i> by Betty Maestro ○ <i>Bee Dance</i> by Rick Chrustowski ○ <i>Eleanor</i> by Barbara Cooney ○ <i>Father of the Constitution: A Story About James Madison</i> by Barbara Mitchell ○ <i>Give Bees a Chance</i> by Bethany Barton ○ <i>In a Pickle and Other Funny Idioms</i> by Marvin Terban ○ <i>Living or Nonliving?</i> by Kelly Hicks ○ <i>Susan B. Anthony: Fighter for Freedom and Equality</i> by Suzanne Slade ○ <i>The Coastal Dune Drama: Bob, the Gopher Tortoise</i> by Katherine Seeds Nash ○ <i>The Congress of the United States</i> by Christine Taylor-Butler ○ <i>Vote!</i> by Eileen Christelow ○ <i>Wanted Dead or Alive: The True Story of Harriet Tubman</i> by Ann McGovern ○ <i>We the Kids: The Preamble of the Constitution of the United States</i> by David Catrow • Civics Book List for Second Grade – Appendix B 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>READING CONTINUED LA.2.R.2 Reading Informational Text</p>		

<p><i>Central Idea</i></p> <p>ELA.2.R.2.2: Identify the central idea and relevant details in a text.</p> <p>ELA Expectation: <i>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.</i></p>	<p>Essential Question: How do details help me understand the central idea of a text?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify relevant details in a text. • I can identify the central idea of a text. 	<p>Students were previously introduced to finding the topic. This is where <i>Central Idea</i> is introduced.</p> <p>Central Idea Relevant Details</p> <hr/> <p>Cross-Curricular Connection This is a skill that is reinforced whenever sharing a text (picture, book, poem, graphic, etc.) with students. Students will also include relevant details as they write on a topic.</p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>	<p>Assessment</p>	
<ul style="list-style-type: none"> • READY ELA • Sample Texts <ul style="list-style-type: none"> ○ <i>A More Perfect Union: The Story of Our Constitution</i> by Betty Maestro ○ <i>Bee Dance</i> by Rick Chrustowski ○ <i>Eleanor</i> by Barbara Cooney ○ <i>Father of the Constitution: A Story About James Madison</i> by Barbara Mitchell ○ <i>Give Bees a Chance</i> by Bethany Barton ○ <i>In a Pickle and Other Funny Idioms</i> by Marvin Terban ○ <i>Living or Nonliving?</i> by Kelly Hicks ○ <i>Susan B. Anthony: Fighter for Freedom and Equality</i> by Suzanne Slade ○ <i>The Congress of the United States</i> by Christine Taylor-Butler ○ <i>Vote!</i> by Eileen Christelow ○ <i>Wanted Dead or Alive: The True Story of Harriet Tubman</i> by Ann McGovern ○ <i>We the Kids: The Preamble of the Constitution of the United States</i> by David Catrow • Civics Book List for Second Grade – Appendix B 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>READING CONTINUED</p> <p>LA.2.R.2 Reading Informational Text</p>		

<p><i>Purpose and Perspective</i></p> <p>ELA.2.R.2.3: Explain an author’s purpose in an informational text.</p> <p>ELA Expectation: <i>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.</i></p>	<p>Essential Question: Why do authors write books?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> I can explain an author’s purpose in an informational text. 	<p>Author’s Purpose</p> <hr/> <p>Cross-Curricular Connection <i>Discussing author’s purpose is important whenever text is read.</i></p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>	<p>Assessment</p>	
<ul style="list-style-type: none"> READY ELA Sample Texts <ul style="list-style-type: none"> <i>A More Perfect Union: The Story of Our Constitution</i> by Betty Maestro <i>Bee Dance</i> by Rick Chrustowski <i>Eleanor</i> by Barbara Cooney <i>Father of the Constitution: A Story About James Madison</i> by Barbara Mitchell <i>Give Bees a Chance</i> by Bethany Barton <i>In a Pickle and Other Funny Idioms</i> by Marvin Terban <i>Living or Nonliving?</i> by Kelly Hicks <i>Susan B. Anthony: Fighter for Freedom and Equality</i> by Suzanne Slade <i>The Congress of the United States</i> by Christine Taylor-Butler <i>Vote!</i> by Eileen Christelow <i>Wanted Dead or Alive: The True Story of Harriet Tubman</i> by Ann McGovern Civics Book List for Second Grade – Appendix B 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>READING CONTINUED</p> <p>LA.2.R.2 Reading Informational Text</p>		

<p><i>Argument</i></p> <p>ELA.2.R.2.4: Explain an author’s opinion(s) and supporting evidence.</p> <p>ELA Expectation: <i>ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning. Clarification: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text.</i></p>	<p>Essential Question: How do authors support their opinions in their writing?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can explain an author’s opinion as presented in an informational text. • I can identify supporting evidence in the text for the author’s opinion. 	<p>Opinion Supporting Evidence</p> <hr/> <p>Cross-Curricular Connection When reading a text about a science, social studies, or health topic, ask “What is the author’s opinion about _____? How do you know? What reasons or supporting evidence does the author give for his opinion?”</p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>	<p>Assessment</p>	
<ul style="list-style-type: none"> • READY ELA • Sample Texts <ul style="list-style-type: none"> ○ <i>A More Perfect Union: The Story of Our Constitution</i> by Betty Maestro ○ <i>Eleanor</i> by Barbara Cooney ○ <i>Give Bees a Chance</i> by Bethany Barton ○ <i>Susan B. Anthony: Fighter for Freedom and Equality</i> by Suzanne Slade ○ <i>The Congress of the United States</i> by Christine Taylor-Butler ○ <i>Wanted Dead or Alive: The True Story of Harriet Tubman</i> by Ann McGovern ○ <i>We the Kids: The Preamble of the Constitution of the United States</i> by David Catrow • Civics Book List for Second Grade – Appendix B 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>READING CONTINUED</p> <p>LA.2.R.3 Reading Across Genre</p>		

<p><i>Interpreting Figurative Language</i></p> <p>ELA.2.R.3.1: Identify and explain similes, idioms, and alliteration in text(s).</p> <p>ELA Expectation: <i>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.</i></p>	<p>Essential Question: What types of language do authors use to paint pictures in the reader’s mind?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify and explain similes in text. • I can identify and explain idioms in text. • I can identify and explain alliteration in text. 	<p>Explain Simile Idiom Alliteration Figurative Language</p> <p>Cross Curricular Connection Collect figurative language from all texts used in the classroom.</p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>	<p>Assessment</p>	
<ul style="list-style-type: none"> • READY ELA • Sample Texts: <ul style="list-style-type: none"> ○ <i>Four Famished Foxes and Fosdyke</i> by Pamela Duncan ○ <i>In a Pickle and Other Funny Idioms</i> by Marvin Terban ○ <i>The Gingerbread Man</i> by Jim Aylesworth ○ <i>The Runaway Piggy</i> by James Luna ○ <i>Winnie the Pooh</i> by A.A. Milne • Appendix B – Figurative Language 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>READING CONTINUED LA.2.R.3 Reading Across Genre</p>		

<p><i>Paraphrasing and Summarizing</i></p> <p>ELA.2.R.3.2: Retell a text to enhance comprehension.</p> <p>a. Use main story elements in a logical sequence for a literary text.</p> <p>b. Use the central idea and relevant details for an informational text.</p> <p>Benchmark Clarifications:</p> <p>Clarification 1: Most grade-level texts are appropriate for this benchmark.</p> <p>ELA Expectation: <i>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.</i></p>	<p>Essential Question:</p> <p>How do I determine the important parts of a text to remember when I want to retell it?</p> <p>Learning Targets:</p> <ul style="list-style-type: none">• I can retell a story in a logical sequence, including the main story elements.• I can retell an informational text orally, including the central idea and relevant details.	<p>Logical sequence</p> <p>Main story elements</p> <p>Central idea</p> <p>Relevant details</p>
		<p>Cross Curricular Connection</p> <p><i>Have students retell, orally or in writing, information learned in content-area instruction.</i></p>
<p>ALIGNED RESOURCES/ACTIVITIES</p> <ul style="list-style-type: none">• READY ELA• Sample Texts:<ul style="list-style-type: none">○ <i>All sample texts apply to this standard. Appendix A</i>• Civics Book List for Second Grade – Appendix B		<p>Assessment</p>

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>READING CONTINUED LA.2.R.3 Reading Across Genre</p>		

<p><i>Comparative Reading</i></p> <p>ELA.2.R.3.3: Compare and contrast important details presented by two texts on the same topic or theme.</p> <p>Benchmark Clarifications: Clarification 1: For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events. Clarification 2: The different versions may be of the same or different formats.</p> <p>ELA Expectation: <i>ELA.K12.EE.3.1 Make inferences to support comprehension. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. (Students begin using the word inference in second grade.)</i></p>	<p>Essential Question: Why are there many different books on a topic?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can compare important details from two texts on the same topic. • I can contrast important details from two texts on the same topic. 	<p>Compare Contrast Similar Different</p> <p>Cross Curricular Connection <i>Create a T-Chart to compare the details from two different texts on a topic. For example, list important details from <u>Bee Dance</u> on one side of the chart and important details from <u>Give Bees a Chance</u> on the other side of the chart. After collecting the information on the T-Chart, students can work in groups to create Venn-Diagrams, visualizing which details are similar, different, and the same.</i></p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>	<p>Assessment</p>	
<ul style="list-style-type: none"> • READY ELA • Sample Texts: <ul style="list-style-type: none"> ○ <i>“The Swing”</i> by Robert Louis Stevenson ○ <i>A More Perfect Union: The Story of Our Constitution</i> by Betty Maestro ○ <i>Bee Dance</i> by Rick Chrustowski ○ <i>Give Bees a Chance</i> by Bethany Barton ○ <i>Living or Nonliving?</i> by Kelly Hicks ○ <i>The Gingerbread Man</i> by Jim Aylesworth ○ <i>The Runaway Piggy</i> by James Luna ○ <i>Wanted Dead or Alive: The True Story of Harriet Tubman</i> by Ann McGovern • Civics Book List for Second Grade – Appendix B 		

Communications

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>LA.2.C.1 Communicating Through Writing</p>		

<p><i>Handwriting</i></p> <p>ELA.2.C.1.1: Demonstrate legible printing skills.</p> <p>District Clarification: <i>Legible means that the printing could be read by any reader, not just the teacher.</i></p> <p>ELA Expectation: <i>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</i></p>	<p>Essential Question: How does handwriting help me to be a better learner?</p> <p>Learning Targets:</p> <ul style="list-style-type: none">• I can print legibly.	<p>Legibly</p>
		<p>Cross Curricular Connection Students practice this skill as they write and participate in creating their own writing about content-area topics.</p>
<p>ALIGNED RESOURCES/ACTIVITIES</p> <ul style="list-style-type: none">• Zaner-Bloser Manuscript Handwriting, One Stroke• Appendix F		<p>Assessment</p>

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>COMMUNICATIONS CONTINUED</p> <p>LA.2.C.1 Communicating Through Writing</p>		

<p><i>Narrative Writing</i></p> <p>ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.</p> <p>Benchmark Clarifications: Clarification 1: See Writing Types in Appendix C.</p> <p>ELA Expectation: <i>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</i></p>	<p>Essential Question: What elements are important in a narrative?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can write a narrative with a logical sequence of events. • I can use transitions in my narrative. • I can write an ending for my narrative. 	<p>Narrative Order Logical Sequence Transitions Ending (This was referred to as ‘closure’ in first grade.)</p> <hr/> <p>Cross Curricular Connection <i>Write about the science, social studies, and health topics you are learning. This may be shared writing that allows you to guide the students to include information that they are learning.</i> <i>Example: <u>Wanted Dead or Alive</u> is a narrative about Harriet Tubman’s life.</i></p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>	<p>Assessment</p>	
<ul style="list-style-type: none"> • READY ELA • Civics Book List for Second Grade – Appendix B • Communicating Through Writing – Appendix C 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>COMMUNICATIONS CONTINUED LA.2.C.1 Communicating Through Writing</p>		

<p><i>Argumentative Writing</i></p> <p>ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.</p> <p>Benchmark Clarifications: Clarification 1: See Writing Types in Appendix C.</p> <p>ELA Expectation: <i>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</i></p>	<p>Essential Question: What elements are important in an opinion paper?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can write my opinion on a topic or text. • I can write supporting reasons for my opinion. • I can use transitions in my opinion paper to help my writing stay organized. • I can write a conclusion for my opinion paper. 	<p>Opinion Reasons Supporting details Source Transitions Conclusion</p> <hr/> <p>Cross Curricular Connection <i>Practice this in connection with science, social studies, and health topics.</i> <i>Example: After reading the book, <u>Eleanor</u>: Write to give your opinion of the most important thing that Eleanor did. Give reasons for your opinion and support them with details from the book. Be sure to write a conclusion.</i> NOTE: An assignment like this would require modeling, group planning, and other scaffolding before the students were ready to work independently.</p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>	<p>Assessment</p>	
<ul style="list-style-type: none"> • READY ELA • Communicating Through Writing – Appendix C 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>COMMUNICATIONS CONTINUED LA.2.C.1 Communicating Through Writing</p>		

<p><i>Expository Writing</i></p> <p>ELA.2.C.1.4: Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.</p> <p>Benchmark Clarifications: Clarification 1: See Writing Types in Appendix C.</p> <p>ELA Expectation: <i>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</i></p>	<p>Essential Question: What are important elements in expository writing?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can use a source to gather facts about a topic. • I can introduce my topic. • I can use transitions to keep my writing organized. • I can write a conclusion for my paper. 	<p>Expository - Informational Source Transitions Conclusion</p> <p>Cross Curricular Connection Write about science, social studies, and health topics. SS.2.A.1.1 – Examine primary and secondary sources. SS.2.A.1.2 – Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.</p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>	<p>Assessment</p>	
<ul style="list-style-type: none"> • READY ELA • Civics Book List for Second Grade – Appendix B • Communicating Through Writing – Appendix C 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>COMMUNICATIONS CONTINUED LA.2.C.1 Communicating Through Writing</p>		

<p><i>Improving Writing</i></p> <p>ELA.2.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.</p> <p>Benchmark Clarifications: Clarification 1: “As needed” refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.</p> <p>ELA Expectation: <i>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</i></p>	<p>Essential Question: How can I make my writing better?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can work with my teacher and peers to make my writing better by planning. • I can work with my teacher and peers to make my writing better by revising. • I can work with my teacher and peers to make my writing better by editing. 	<p>Planning Revising Editing Improve Peers</p> <p>Cross Curricular Connection Create projects to take to publication.</p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>	<p>Assessment</p>	
<ul style="list-style-type: none"> • READY ELA • Communicating Through Writing – Appendix C 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>COMMUNICATIONS CONTINUED LA.2.C.2 Communicating Orally</p>		

<p><i>Oral Presentation</i></p> <p>ELA.2.C.2.1: Present information orally using complete sentences, appropriate volume, and clear pronunciation.</p> <p>Benchmark Clarifications: Clarification 1: Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation. Clarification 2: For further guidance, see the Elementary Oral Communication Rubric in Appendix C.</p> <p>ELA Expectation: <i>ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</i></p>	<p>Essential Question: What makes a good presentation?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can present information orally using complete sentences. • I can use appropriate volume when I present information. • I can use clear pronunciation when I present information. 	<p>Complete Sentence Present Information Volume Appropriate Pronunciation</p> <p>Cross Curricular Connection Have students present content-area information. Appendix C – Oral Communication Rubric</p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>	<p>Assessment</p>	
<ul style="list-style-type: none"> • Oral Communication Rubric – Appendix C 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>COMMUNICATIONS CONTINUED LA.2.C.3 Following Conventions</p>		

<p><i>Conventions</i></p> <p>ELA.2.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Benchmark Clarifications: Clarification 1: Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none">• Form plurals -y to -ies.• Use apostrophes to form contractions.• Appropriately use pronouns.• Use commas in a series.• Use plural possessives.• Use interjections. <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none">• Conjugate regular and irregular verb tenses.• Form and use regular and frequently occurring irregular plural nouns.• Form and use the past tense of frequently occurring irregular verbs.• Maintain consistent verb tense across paragraphs.• Form and use irregular plural nouns.• Form and use the progressive and perfect verb tenses.• Use simple modifiers.• Use prepositions and prepositional phrases.• Form and use compound sentences.• Use quotation marks with dialogue and direct quotations.• Use commas to indicate direct address.• Use subject-verb agreement with intervening clauses and phrases.• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. <p>Clarification 2: See Convention Progression by Grade Level for more information.</p> <p>ELA Expectation: <i>ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</i></p>	<p>Essential Question: What will make my writing easy to understand?</p> <p>Learning Targets:</p> <ul style="list-style-type: none">• I can form plurals with nouns ending in ‘y’.• I can use an apostrophe to form a contraction.• I can use pronouns correctly.• I can use commas in a series.• I can use plural possessives.• I can use interjections in my writing.• I am learning the different forms of regular and irregular verb tenses.• I am learning to form and use the past tense of verbs.• I am learning to maintain consistent verb tense in my paragraphs.• I am learning to form and use irregular plural nouns.• I am learning to use the progressive and perfect verb tenses.• I am learning to use simple modifiers.• I am learning to use prepositions and prepositional phrases.• I am learning to form and use compound sentences.• I am learning to use quotation marks with dialogue and direct quotations.• I am learning to use commas to indicate a direct address.• I am learning to use subject-verb agreement with intervening clauses and phrases.• I am learning to recognize and correct run-on sentences and fragments.	<p>Plural Apostrophe Contraction Pronoun Comma Series Possessives Interjections Verb tenses Consistent Paragraph Irregular verb tense Progressive verb tense Perfect verb tense Modifier Prepositions/prepositional phrases Compound sentences Quotation marks Dialogue Direct address Subject-verb agreement Intervening clause or phrase Run-on sentence Sentence fragment</p> <p>Cross Curricular Connection Practice conventions as students participate in shared writing about content-area topics. Notice the use of conventions when reading content-area books.</p>
<p>ALIGNED RESOURCES/ACTIVITIES</p> <ul style="list-style-type: none">• READY ELA – Language Section• Communication – Appendix C	<p>Assessment</p>	

<p>STANDARD/BENCHMARK WITH CLARIFICATIONS</p> <p>COMMUNICATIONS CONTINUED LA.2.C.4 Researching</p>	<p>STUDENT FRIENDLY LEARNING TARGETS</p>	<p>ALIGNED ACADEMIC VOCABULARY (APPENDIX D)</p>
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<p><i>Researching and Using Information</i></p> <p>ELA.2.C.4.1: Participate in research to gather information to answer a question about a single topic using multiple sources.</p> <p>ELA Expectation: <i>ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning. Clarification: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text.</i></p>	<p>Essential Question: How do I use sources to gather information on a topic or to answer a question?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can gather information to answer a question about a topic. • I can use multiple sources to gather information about a topic. 	<p>Gather Research Multiple Source</p> <p>Cross Curricular Connection Conduct class research projects on content-area topics. Also, connect to <i>Communicating through Writing</i> Benchmarks.</p>
<p>ALIGNED RESOURCES/ACTIVITIES</p> <ul style="list-style-type: none"> • READY ELA • Science, Social Studies, and Health Topics and Resources 	<p>Assessment</p>	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>COMMUNICATIONS CONTINUED LA.2.C.5 Creating and Collaborating</p>		

<p><i>Multimedia</i></p> <p>ELA.2.C.5.1: Use one or more multimedia element(s) to enhance oral or written tasks.</p> <p>Benchmark Clarifications: Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element.</p> <p>ELA Expectation: <i>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</i></p>	<p>Essential Question: What can I use to make a presentation or writing interesting and clear?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> I can make my writing and presentations more interesting by using one or more multimedia elements. 	<p>Multimedia Elements</p> <p>Artifact</p> <p>Audio</p> <p>Digital Element (introduced when story elements were taught)</p> <p>Cross Curricular Connection</p> <p>Use multimedia to present learning from content areas. The term ‘artifact’ is used in Social Studies in relation to primary source material.</p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>	<p>Assessment</p>	
<ul style="list-style-type: none"> Science, Social Studies, and Health Topics and Resources Civics Book List for Second Grade – Appendix B 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>COMMUNICATIONS CONTINUED</p> <p>LA.2.C.5 Creating and Collaborating</p>		

<p><i>Technology in Communication</i></p> <p>ELA.2.C.5.2: Use digital tools to produce and publish writing individually or with peers and with support from adults.</p> <p>ELA Expectation: <i>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</i></p>	<p>Essential Question: How can technology help me produce and publish my writing?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can use digital tools to produce writing. • I can use digital tools to publish writing. 	<p>Digital tools Publish Technology Communication</p> <hr/> <p>Cross Curricular Connection Use digital tools to write about information from content areas.</p> <p><i>This supports the Computer Science standards for this grade level.</i></p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>	<p>Assessment</p>	
<ul style="list-style-type: none"> • Science, Social Studies, and Health Topics and Resources • Civics Book List for Second Grade – Appendix B 		

Vocabulary

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>LA.2.V.1 Finding Meaning</p>		

<p><i>Academic Vocabulary</i></p> <p>ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p>Benchmark Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. (Appendix D)</p> <p>ELA Expectation: <i>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.</i></p>	<p>Essential Question: What words are important for me to know?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can use grade-level academic vocabulary appropriately when I speak. • I can use grade-level academic vocabulary appropriately when I write. 	<p>Academic Vocabulary Appropriately</p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>		<p>Cross Curricular Connection Require students to use correct content-area terminology that they have been taught when discussing a topic.</p>
<ul style="list-style-type: none"> • Science, Social Studies, and Health Topics and Resources • Vocabulary – Appendix D • SIPPS Challenge Level 	<p>Assessment</p>	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>LA.2.V.1 Finding Meaning</p>		

<p><i>Morphology</i></p> <p>ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p>Benchmark Clarifications: Clarification 1: See Base Words for frequently occurring base words. (Appendix D)</p> <p>ELA Expectation: <i>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.</i></p>	<p>Essential Question: How can knowing word parts help me understand what words mean?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can recognize and use base words to determine the meaning of unfamiliar words. • I can recognize and use affixes to determine the meaning of unfamiliar words. 	<p>Base words Affixes</p> <hr/> <p>Cross Curricular Connection Look for and apply base words and affixes in content-area reading and writing.</p>
<p>ALIGNED RESOURCES/ACTIVITIES</p>	<p>Assessment</p>	
<ul style="list-style-type: none"> • Science, Social Studies, and Health Topics and Resources • High-Frequency Words – Appendix E • Vocabulary – Appendix D • SIPPS Challenge Level 		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
<p>VOCABULARY CONTINUED LA.2.V.1 Finding Meaning</p>		

<p><i>Context and Connotation</i></p> <p>ELA.2.V.1.3: Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p> <p>Benchmark Clarifications:</p> <p>Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p>Clarification 2: See Context Clues and Word Relationships (Appendix D).</p> <p>ELA Expectation: <i>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</i></p> <p><i>Clarification: Students learn to listen to one another respectfully.</i></p>	<p>Essential Question:</p> <p>How can I use what the text says and what I know to figure out new words?</p> <p>Learning Targets:</p> <ul style="list-style-type: none">• I can identify and use context clues to determine the meaning of a new word.• I can identify and use word relationships to help me understand a new word.• I can use what I already know to help me understand a new word.• I can use reference materials to determine the meaning of an unknown word.	<p>Context Clue</p> <p>Word relationships</p> <p>Synonym</p> <p>Antonym</p> <p>Meaning</p> <p>Homonym</p> <p>Homophone</p> <p>Dictionary</p> <p>Glossary</p>
		<p>Cross Curricular Connection</p> <p>Use the thinking tools to help determine the meaning of new words in content-area reading.</p>
<p>ALIGNED RESOURCES/ACTIVITIES</p> <ul style="list-style-type: none">• Science, Social Studies, and Health Topics and Resources• Vocabulary – Appendix D• SIPPS Challenge Level		<p>Assessment</p>

Appendices

Appendix A: Titles of Sample Complex Texts for Second Grade

This sample list of texts includes selections ranging from the Classical Period of ancient Greek and Rome to contemporary texts, representing a full spectrum of genres: classic literature, folktales, poetry, satire, memoirs, essays, speeches, plays, narratives, treatises, founding documents, and histories. The reading and writing standards have been constructed so that the sample texts serve as mentor texts for students, demonstrating exemplar writing. In many instances, they

have also been selected to provide students with background knowledge in topics covered by other content areas, helping students to build the vocabulary and schema that will help them be successful in all their academic endeavors. These texts are by authors whose works comprise a rich literary tradition, a tradition with which all students should become familiar.

The list should serve as a guide for teachers, curriculum developers, and test makers as they prepare their instructional units and materials for Florida students. It is not intended to be exhaustive but to serve as a foundation for educators when selecting additional rich and meaningful texts. This sample book list is organized into grades for text complexity guidance.

The texts listed here have been selected based on both quantitative and qualitative measures. There are instances in which a student-centered consideration would indicate that a text be used at a lower or higher grade level than indicated here. Further, as students become independent readers—and especially when they are intrigued with a topic—they are often eager and ready to read texts that may be listed here at a higher grade level. Educators should encourage students to wrestle with such complex texts—with proper scaffolding—when they deem it appropriate.

2nd Grade

Title	Author
"Gathering Leaves"	Frost, Robert
"The Crocodile"	Carroll, Lewis
"The Fieldmouse"	Alexander, Cecil Frances
"The Swing"	Stevenson, Robert Louis
<i>A More Perfect Union: The Story of Our Constitution</i>	Maestro, Betsy
<i>Bears on Hemlock Mountain</i>	Dalgliesh, Alice
<i>Bee Dance</i>	Chrustowski, Rick
<i>Eleanor</i>	Cooney, Barbara
<i>Father of the Constitution: A Story about James Madison</i>	Mitchell, Barbara
<i>Four Famished Foxes and Fosdyke</i>	Duncan, Pamela
<i>Give Bees a Chance</i>	Barton, Bethany
<i>In a Pickle and other Funny Idioms</i>	Terban, Marvin
<i>Living or Nonliving?</i>	Hicks, Kelli
<i>Mango, Abuela, and Me</i>	Medina, Meg
<i>One Morning in Maine</i>	McCloskey, Robert
<i>Seven Blind Mice</i>	Young, Ed
<i>Susan B. Anthony: Fighter for Freedom and Equality</i>	Slade, Suzanne
<i>The Coastal Dune Drama: Bob, the Gopher Tortoise</i>	Nash, Katherine Seeds
<i>The Congress of the United States</i>	Taylor-Butler, Christine
<i>The Gingerbread Man</i>	Aylesworth, Jim
<i>The Patchwork Quilt</i>	Flourney, Valerie
<i>The Runaway Piggy</i>	Luna, James
<i>Vote!</i>	Christelow, Eileen
<i>Wanted Dead or Alive: The True Story of Harriet Tubman</i>	McGovern, Ann
<i>We the Kids: The Preamble of the Constitution of the United States</i>	Catrow, David
<i>Winnie the Pooh</i>	Milne, A.A.

Appendix B: Reading

What is a Text?

“In academic terms, a text is anything that conveys a set of meanings to the person who examines it.” –The Word on College Reading and Writing by Carol Burnell, Jaime Wood, Monique Babin, Susan Pesznecker, and Nicole Rosevear

For the purposes of text within the standards, the full breadth of the term text is intended.

The standards are meant to prepare students to interpret a variety of texts in a variety of formats. In planning instruction, make sure that students are exposed to a diverse selection of quality texts.

Text Complexity

There are three components of text complexity: qualitative, quantitative, and student-centered. Each of these factors is equally important. Singularly, they reveal a partial and potentially misleading impression of a text. The quantitative measures are divided by grade band and address the measurable data of a text such as sentence length, word length, and word frequency. Each readability measure has a different formula for calculating the readability of a text.

Text Complexity Quantitative Grade Bands

Quantitative Measures		
Grade Level	Flesch-Kincaid	Lexile
K – 1st	-1.3 – 2.18	BR – 430L
2nd – 3rd	1.98 – 5.34	420L – 820L
4th – 5th	4.51 – 7.73	740L – 1010L
6th – 8th	6.51 – 10.34	925L – 1185L
9th – 10th	8.32 – 12.12	1050L – 1335L
11th – 12th	10.34 – 14.2	1185L – 1385L

Text Complexity Rubric

This text complexity rubric provides an opportunity to examine the three components of text complexity all together as they relate to a specific text. The first section deals with the qualitative measures, those features of a text that are related to content and meaning. Texts that are higher here may be lower on the next measure, the quantitative, which measures statistical details of the text itself such as word frequency and sentence length. Finally, the last measure examines those features centered around the student. What is the student being asked to do? What are the student's capabilities? What are the knowledge demands of the text?

Low Complexity	Mid Complexity	High Complexity
Qualitative		
The text has a single layer of meaning explicitly stated.	Blend of explicit and implicit details; few uses of multiple meanings; isolated instances of metaphor.	The text has multiple levels of meaning and there may be intentional ambiguity.
The language of the text is literal, although there may be some rhetorical devices.	Figurative language is used to build on what has already been stated plainly in the text.	Figurative language is used throughout the text; multiple interpretations may be possible.
The author's purpose or central idea of the text is immediately obvious and clear.	The author's purpose may not be explicitly stated but is readily inferred from a reading of the text.	The author's purpose is obscure and subject to interpretation.
The text is organized in a straightforward manner with explicit transitions to guide the reader.	The text is largely organized in a straightforward manner, but may contain isolated incidences of shifts in time/place, focus, or pacing.	The text is organized in a way that initially obscures meaning and has the reader build to an understanding.
Graphics are simple and restate what is written in the text.	Graphics are not essential to understanding the text but do expand on the information found in the text.	Graphics are essential to the understanding of the text and contain information not expressed in the written text.
Vocabulary consists primarily of commonly used words. These words are used literally, not figuratively.	The text uses some domain-specific words, academic vocabulary, archaic terms, or terms that can read with ambiguity.	The text frequently uses domain-specific words, academic vocabulary, archaic terms, or terms that can read with ambiguity.
Quantitative		
Text is below or at the lower end of the grade-level band according to a quantitative reading measure.	Text is in the midrange of the grade-level band according to a quantitative reading measure.	Text is at the higher end of or above the grade-level band according to a quantitative reading measure.

Student-centered		
Students can fully understand the text without specific background knowledge.	Students with limited background knowledge may understand the text, but some levels of meaning may be impeded by lack of prior exposure.	For students to fully understand the text, they must have background knowledge of the topic.
The text is understood by the student without the student consciously applying comprehension strategies.	The text is such that the student can read without fatigue and can apply comprehension strategies to understand the text.	The text may demand stamina, comprehension, and inferential skills at the upper boundary of the student's developmental level.
The themes and details in the text are well within the student's developmental level of understanding and appropriate to the student's age level.	The themes and details in the text are within the student's developmental level of understanding, and while some subject matter may be sensitive, it is appropriate to the student's age level.	The themes and details in the text are at the upper boundary of the student's developmental level of understanding. Some subject matter may be sensitive but is appropriate to the student's age level.
The task associated with the text is of a low content complexity level, involving one cognitive step.	The task associated with the text is of mid-level complexity, involving multiple cognitive steps, some of which are at the recall level.	The task associated with the text is of a high content complexity level, involving multiple cognitive steps.

Background Knowledge

Florida is committed to helping students build background knowledge, so much so that it is codified in statute. Giving students the opportunity to read nonfiction and literary texts that reinforce and scaffold what they are learning in their content areas will give them the schema to which they can tie new learning.

Civics Literacy Reading List

These civic-focused texts are the source of building background knowledge and vocabulary in the lower grades and a rich study in rhetoric, reasoning, and argumentation in the upper grades. They are designed to reinforce civics instruction by providing quality texts to which students can apply their developing reading and reasoning skills.

2nd-3rd Grade

Title	Author
<i>A More Perfect Union: The Story of Our Constitution</i>	Maestro, Betsy
<i>Eleanor</i>	Cooney, Barbara
<i>Father of the Constitution: A Story about James Madison</i>	Tavoularis, Alex and Mitchell, Barbara
<i>Revolutionary Friends: General George Washington and the Marquis de Lafayette</i>	Castrovilla, Selene
<i>Susan B. Anthony: Fighter for Freedom and Equality</i>	Slade, Suzanne
<i>The Congress of the United States</i>	Taylor-Butler, Christine
<i>The Declaration of Independence from A to Z</i>	Osornio, Catherine
<i>The Story of the Statue of Liberty</i>	Maestro, Betsy and Giulio
<i>The Tuttle Twins and the Miraculous Pencil</i>	Boyack, Connor
<i>The Tuttle Twins Learn About the Law</i>	Boyack, Connor
<i>Vote!</i>	Christelow, Eileen
<i>We Live Here Too!: Kids Talk About Good Citizenship</i>	Loewen, Nancy
<i>We the Kids: The Preamble to the Constitution of the United States</i>	Catrow, David
<i>We the People</i>	Cheney, Lynne
<i>What are the Branches of Government?</i>	Matzke, Ann
<i>What is a Government?</i>	Bedesky, Baron

Figurative Language

Figurative Language

Elementary Figurative Language

<u>Figurative Language</u>	<u>Description</u>	<u>Example</u>
alliteration	The repetition of usually initial consonant sounds in two or more neighboring words or syllables	Peter Piper picked peppers.
hyperbole	Exaggerated statements or claims not meant to be taken literally	This backpack weighs a ton.
idiom	An expression that cannot be understood from the meanings of its separate words but must be learned as a whole	Break a leg!
imagery	Writing about objects, actions, and ideas in such a way that it appeals to our five physical senses	The fresh and juicy orange is very cold and sweet.
metaphor	A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar	They have a heart of gold.
onomatopoeia	The forming of a word (as “buzz” or “hiss”) in imitation of a natural sound	Bam, whirl, thump, boom
personification	Representing a thing or idea as a person in art, literature	The cupcake is calling my name.
simile	A comparison of two unlike things, often introduced by like or as	The explanation was clear as mud.

Writing Types

Narrative Writing is a type of composition that tells a story, the elements of which may be fiction or nonfiction. Narration of the story may take various forms (first, second, third person, etc.). The story events may be presented sequentially or in an order that stimulates reader interest. Narrative writing includes the writer's use of genre-specific elements, including but not limited to: characterization through dialogue, vivid description, sensory details, foreshadowing, and flashback.

Note: Narrative elements as described above are introduced to students within the grade-appropriate narrative writing standards.

Non-Exhaustive List of Examples: Autobiography/Biography including Memoir; Epic; Folktale; Historical Account; Myth; Novel; Play; Short Story; Speech.

Argumentative Writing is a type of composition in which the author presents a reasoned, logical argument supported by evidence, often with the intention of changing the reader's point of view or appealing to the reader to accept the writer's belief about an issue, problem, or concept. In literary argumentation, the writer may support claims that evaluate the value or meaning of a literary work. In any form of argumentation, the writer defends a position with evidence from sources relative to the text(s) or subject(s) that he or she is writing about.

Note: In grades K-5, the term "opinion" refers to the evolving form of argument.

Non-Exhaustive List of Examples: Appeals; Editorials; Essays; Letters; Literary Analyses; Proposals; Speeches.

Expository Writing is a type of composition in which the writer seeks to present or report on information accurately for the purpose of improving the reader's understanding of an issue, problem, or concept. In expository writing, the writer uses a variety of techniques to convey information, including the use of an organizational structure appropriate to the subject. The writer may compare and/or contrast concepts, list, name, describe, or define different parts for the reader, or incorporate relevant anecdotes, examples, facts, and details to develop a central idea.

Note: Students' proficient use of organizational structures in expository writing is introduced beginning in Grade 4, in alignment with the progression of Reading Informational Text Standards (R.2.1–2.4).

Non-Exhaustive List of Examples: Comparative Analyses; Historical Reports; Manuals; Magazine and/or Newspaper Articles; Memorandums; Research and/or Scientific Reports.

Oral Communication

Elementary Oral Communication Rubric

		Standard	Emergent	Approaching	Proficient	Mastery
Second Grade		ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.	Student presents information orally without complete sentences and a volume inappropriate to content and audience. Student's pronunciation lacks clear enunciation. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally with occasional attempts at complete sentences and a volume appropriate to content and audience. Student's pronunciation or inconsistent. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally with inconsistent use of complete sentences and a volume appropriate to content and audience. Student's pronunciation is inconsistently enunciated. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally using complete sentences and a volume appropriate to content and audience. Student's pronunciation is clearly understood and enunciated. A student's speech impediment should not be considered as impeding clear pronunciation.
	First Grade	ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.	Student presents information orally without complete sentences and a volume appropriate to content and audience.	Student presents information orally with occasional attempts at complete sentences and a volume appropriate to content and audience.	Student presents information orally with inconsistent use of complete sentences and a volume appropriate to content and audience.	Student presents information orally using complete sentences and a volume appropriate to content and audience.

Conventions Progression by Grade Level

Conventions Progression by Grade Level

Standard Introduction Level	Symbol
The skill has not been introduced.	
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize the days of the week, the months of the year, and the pronoun I.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Form regular plural nouns orally by adding /s/ or /es/.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Use interrogatives to ask questions.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize proper nouns.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form and use simple verb tenses for regular verbs by adding the affix -ed.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form plurals -y to -ies.	-	I	M	R	R	R	R	R	R	R	R	R	R
Form and use complete simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use possessives.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use subject-verb agreement in simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Conjugate regular and irregular verb tenses.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use regular and frequently occurring irregular plural nouns.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use the past tense of frequently occurring irregular verbs.	-	I	I	M	R	R	R	R	R	R	R	R	R
Use apostrophes to form contractions.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use interjections.	-	I	M	R	R	R	R	R	R	R	R	R	R
Appropriately use pronouns.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use commas in a series.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use plural possessives.	-	I	M	R	R	R	R	R	R	R	R	R	R
Maintain consistent verb tense across paragraphs.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use irregular plural nouns.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use the progressive and perfect verb tenses.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use simple modifiers.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use prepositions and prepositional phrases.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use compound sentences.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use quotation marks with dialogue and direct quotations.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use commas to indicate direct address.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	I	M	R	R	R	R	R	R	R	R
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	-	-	I	I	M	R	R	R	R	R	R	R	R

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Use conjunctions.		-	-	I	M	R	R	R	R	R	R	R	R
Use principal modals to indicate the mood of a verb.	-	-	-	I	I	M	R	R	R	R	R	R	R
Use appositives, main clauses, and subordinate clauses.	-	-	-	I	I	M	R	R	R	R	R	R	R
Recognize and correct inappropriate shifts in tense and number.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use conjunctions correctly to join words and phrases in a sentence.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use verbals including gerunds, infinitives, and participial phrases.	-	-	-	-	I	I	M	R	R	R	R	R	R
Use comparative and superlative forms of adjectives	-	-	-	-	-	I	M	R	R	R	R	R	R
Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.	-	-	-	-	I	I	M	R	R	R	R	R	R
Appropriately use colons.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use dangling modifiers.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use ellipses.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use hyphens.	-	-	-	-	-	-	I	M	R	R	R	R	R
Vary sentence structure.	-	-	-	-	-	I	I	M	R	R	R	R	R
Appropriately use passive and active voice.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use semicolons to form sentences.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use verbs with attention to voice and mood.	-	-	-	-	-	-	-	I	M	R	R	R	R
Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.	-	-	-	-	-	-	-	I	I	I	M	R	R
Use knowledge of usage rules to create flow in writing and presenting.	-	-	-	-	-	-	-	-	-	I	I	M	R

What is academic vocabulary?

In general, academic vocabulary can be considered to consist of three types of vocabulary:

- general words which are acceptable for academic use.
- non-general 'academic' words.
- technical words specific to an individual subject area.

www.eapfoundation.com/vocab/academic/

In this document, the academic vocabulary consists of words that teachers will use with students in their learning. These words are not for memorization or assessment. However, they should have consistent use as teachers and students discuss the requirements of the standards and talk about their learning.

Academic vocabulary continues from grade to grade with students gaining more working knowledge of the words as they mature. If the words are not used, with scaffolding, daily, the path toward full understanding is roadblocked.

These words do not replace high-frequency word instruction or content-area vocabulary instruction. In fact, many of the words in the academic vocabulary section will cross over content lines and be used throughout the day.

Context Clues, Word Relationships, and Base Words

Context Clues

Type	Definition	Example
Definition	The definition of the word is incorporated into the text.	Carey was lethargic; she did not have enough energy to get out of bed and go to swim practice.
Synonyms	The author uses a word having the same or similar meaning to other words in a sentence.	Rebecca, my best friend, has been a companion to me for many years.
Antonyms	The author hints at the meaning by providing a non-example or opposite.	Kim was anxious about the test, but Christy was not worried at all.
Examples	The definition of the word is given in the form of an example.	Krystle will serve cold beverages, such as soda, tea, and juice, to the guests.
Inference	The reader is able to make an educated guess, use reasoning or background knowledge to determine the meaning of an unknown word.	You can speak candidly to Mrs. Dodd. She is an affable guidance counselor.

Word Relationships

Relationship	Definition	Examples
Synonym	Two words having the same or nearly the same meaning	strong : powerful tired : lethargic stroll : amble
Antonym	Two words having opposite meanings	hot : cold punctual : tardy gorgeous : grotesque
Homonym	Two words having the same pronunciation and spelling, but having different meanings	lie (untruth) : lie (prone) address (location) : address (speak to)
Homophone	Two words having the same pronunciation, but having different spellings and meanings	there : their to : too here : hear

**Morphology
Base Words**

Frequently occurring base words for 1st grade	Base words for 2nd grade
close do give happy help jump kind like open pack play ride talk teach walk	answer break button connect equal fair follow hand know learn obey point see thought try

Appendix E: Reading Foundations

Introduction

English is an alphabetic language. It has 26 letters and 44 sounds. The alphabetic principle is that students need to know there is a sound/symbol relationship before they can learn to read. It is important to teach phonological awareness, phonics, morphology, and etymology (history of origin), syntax, text reading fluency, vocabulary, semantics, and written expression in an explicit, sequential, systematic, and cumulative manner. Explicit means that the initial introduction of a sound/symbol relationship should be directly stated. Sequential and systematic means that instruction should be from the easiest to the more difficult skills with much repetition and review. Cumulative means instruction builds upon prior learning. Learning is multisensory in that it involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language.

Phonological awareness, alphabetic skills, and language skills are the best predictors of early reading success. Phonological awareness is the ability to segment sounds in speech at the syllable, onset-rime, and phoneme level. Alphabetic skills are knowledge of letter names and sounds, the ability to identify and recognize words as well as spell them correctly. Words varying the consistency of their sound-spelling patterns, with some words being highly inconsistent or irregular. Learning to automatically recognize irregular words and regular words makes them “sight” words that can support fluency development. Practicing reading using decodable texts with some irregular words is important. As students consolidate their alphabetic skills, they should practice reading familiar text to build fluency.

When readers who are not fluent attend to each letter of a word instead of reading with automaticity, valuable working memory is being used. With reduced working memory bandwidth, comprehension is negatively impacted. Because this link is so strong, any work with fluency should also include a comprehension component.

When older readers who are not fluent learn how to decode words, their fluency rate and comprehension are paradoxically reduced. This is because instead of skipping unknown words, they are using their newly acquired skill of decoding, which slows them down initially until they decode with automaticity. Increased time on text with independent level materials as well as engaging in repeated readings help develop automaticity and fluency.

Students who are not proficient in reading should be assessed and progress monitored for their foundational skill strengths and weaknesses in the components of reading (phonological awareness, phonics/morphology, syntactic knowledge, fluency, vocabulary, and comprehension). Secondary teachers should use the assessment data to determine which of the Reading Foundations Standards must be addressed and select appropriate interventions.

Fluency Norms

The Hasbrouck-Tindal Norms Chart indicates words correct per minute by grade level, time of year, and percentile rank. Fluency measures should always be combined with comprehension checks such as a retelling of the passage or comprehension questions to strengthen the link between fluency and comprehension. Oral reading fluency rubrics that consider other factors of fluency should also be considered.

From Hasbrouck, J. & Tindal, G. (2017). An update on compiled ORF norms (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching. University of Oregon.

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM	Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		97	116	4	90	153	168	184
	75		59	91		75	125	143	160
	50		29	60		50	94	120	133
	25		16	34		25	75	95	105
	10		9	18		10	60	71	83
2	90	111	131	148	5	90	179	183	195
	75	84	109	124		75	153	160	169
	50	50	84	100		50	121	133	146
	25	36	59	72		25	87	109	119
	10	23	35	43		10	64	84	102
3	90	134	161	166	6	90	185	195	204
	75	104	137	139		75	159	166	173
	50	83	97	112		50	132	145	146
	25	59	79	91		25	112	116	122
	10	40	62	63		10	89	91	91

Sample Oral Reading Fluency Rubrics

NAEP Fluency Scale

Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.
	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Non-fluent	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.
	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur — but these are infrequent and/or they do not preserve meaningful syntax.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

Appendix F – Penmanship

Penmanship is an integral part of the primary and intermediate curriculum. Developing fluency with the correct formation of letters removes roadblocks to increasing literacy. Penmanship is a required part of the Second-Grade standards.

In second grade, students are applying the handwriting skills that they have developed. Attention to precision is always important, and students must be monitored to ensure that they are maintaining good handwriting habits. At any time that students are showing signs of regressing, time must be given to direct instruction on the formation of the letters and appropriate proportion and spacing. The overall goal in second grade is fluency. Students must be able to put words on paper without spending time trying to determine how to form the letters. If manuscript writing is not showing mastery in second grade, additional one-on-one help is required.

Three rules are important to remember in letter formation:

1. Begin at the top of the letter.
2. Move left to right. This means that 'b' begins with the tall line, while 'd' begins with the circle.
3. Do not pick up your pencil. Exceptions are the letters that must be crossed or dotted.

The Wakulla County School System teaches the Zaner-Bloser one-stroke method from manuscript writing. This is introduced and practiced in Kindergarten as students are learning to recognize and read the letters. It is refined and practiced in first grade with more attention to proportion and spacing, and it is mastered to fluency in second grade.

If we fail to fully instruct students in the correct formation of letters and the basic parameters of penmanship, we relegate them to a continual struggle with written communication.

Resources:

Zaner-Bloser Handwriting Texts – available at school level

[ZB_HW_Manuscript_Practice_Package.pdf \(zaner-bloser.com\)](#) – This practice sheet has bar codes that link the student, teacher, or parent to short videos, which model the correct formation of each letter.

[Zaner-BloserHandwritingmanuscript.pdf \(mcps.org\)](#) – This is a PDF, which explains the correct formation of each letter. Arrows and words are used to direct the student in the formation of each letter.

[ZB_HW_Manuscript_Paper_Templates.pdf \(zaner-bloser.com\)](#) – Here you will find templates of handwriting paper.

[Free Resources | Need Help Learning at Home? | Zaner-Bloser](#) – A variety of activities and resources to help with handwriting practice

[Zaner-Bloser: Handwriting ©2020 | Free Resources](#) – Similar to the above, but this site includes some seasonal resources.

[About the Zaner-Bloser National Handwriting Contest](#) – Information about the National Handwriting Contest. (Wakulla County has had winners before!)