Bermudian Springs Pennsylvania Core Standards

English Language Arts

Second Grade

INTRODUCTION

The competencies for language arts literacy capture language experiences each child needs in order to grow intellectually, socially, and emotionally in and out of school. Literacy is a way to acquire knowledge for thinking and communicating. Literacy is also recognizing and understanding one's own purposes for thinking and communicating (through print or non-print, verbal or nonverbal means). It also includes being able to use one's own resources to achieve those purposes.

If a child learns to read, write, speak, and listen critically, strategically, and creatively, they will begin to develop the literacy skills they will need to discover personal and shared meaning throughout their life.

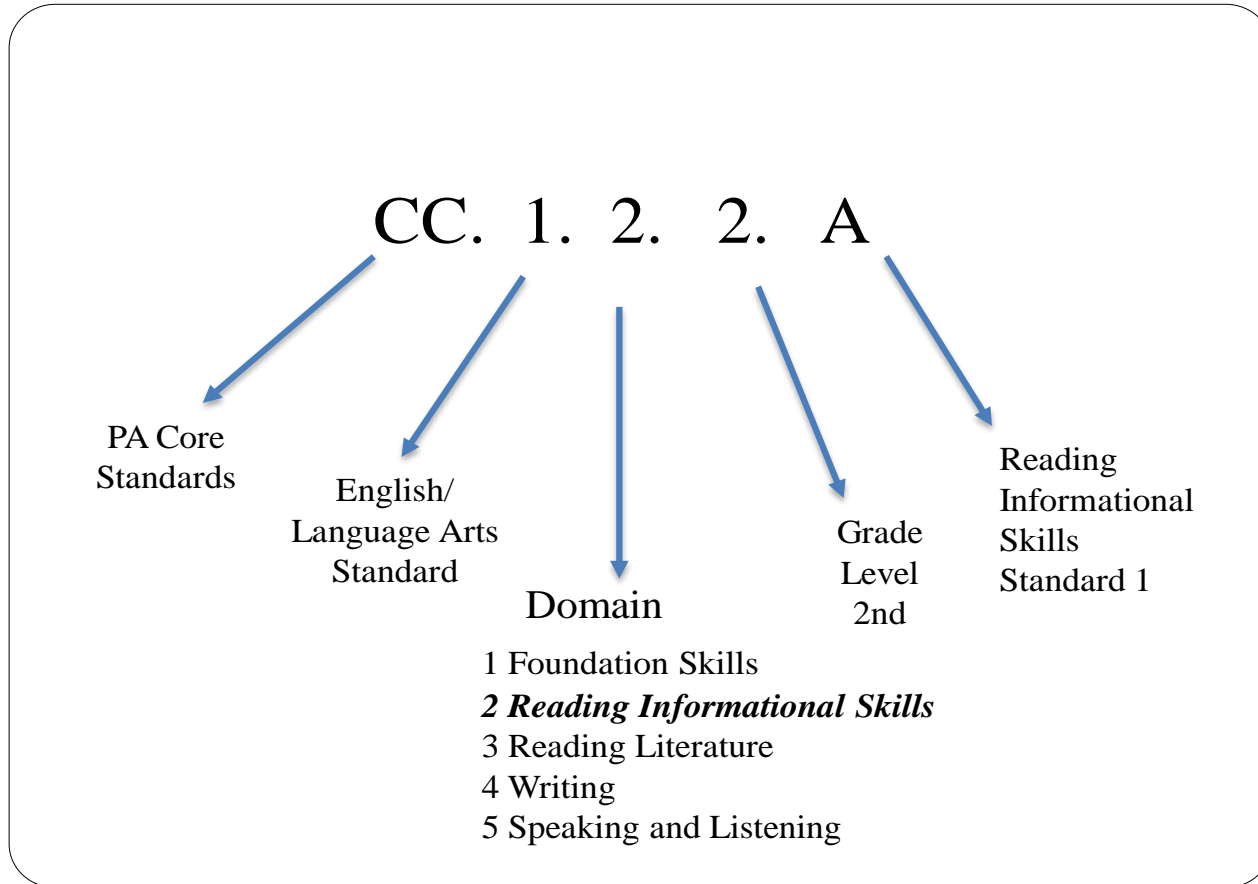## English/Language Arts - Long Term Transfer Goals

Bermudian Springs School District has adopted Pennsylvania Department of Education's five essential transfer goals that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready. The overarching goals focus specifically on what we want students to be able to do when they confront new challenges both in and outside of school.

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Adapted from: commoncore.org, 2013; parcconline.org, 2013; pdesas.org, 2013

English/Language Arts Standard Taxonomy

CC. 1. 2. 2. A

PA Core
Standards

English/
Language Arts
Standard

Domain

1 Foundation Skills
2 *Reading Informational Skills*
3 Reading Literature
4 Writing
5 Speaking and Listening

Grade
Level
2nd

Reading
Informational
Skills
Standard 1

1.1 - Foundational Skills - Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

DOMAIN: *Phonics and Word Recognition*

STANDARD: CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode two- syllable words with long vowels and words with common prefixes and suffixes.
- Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
- Read grade- appropriate irregularly spelled words.

Key Concepts	Key Vocabulary
Use decoding strategies to decode two-syllable words with long vowels and words with common prefixes and suffixes; Read grade level high-frequency sight words; Read words with inconsistent but common spelling-sound correspondences and grade-appropriate irregularly spelled words	Phonics, irregular vowel patterns, consonant blend, digraph, word decoding, word attack strategies, high frequency words, prefixes, suffixes, spelling patterns

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify and apply vowel patterns to read words, such as CVC, CVCE, CVVC.
- Identify and apply vowel pattern pronunciation rules to read words.
- Understand that a combination of vowels can represent a single vowel sound.
- Identify and apply vowel team pronunciation rules.
- Explain and apply syllable division rules.
- Know and understand that every syllable has a vowel sound and be able to apply knowledge of open and closed syllables to determine vowel sound.
- Identify and apply vowel pronunciation rules to read words, such as CVC, CVCE, CVVC.
- Recognize and define base words.
- Identify and define common prefixes and suffixes.
- Blend parts to read words and describe how the affix affects the word meaning.
- Identify and apply the rules for sound-spelling correspondences, including exceptions.
- Apply a variety of strategies to increase the number of grade appropriate sight words/high frequency words that can be read.

1.1 - Foundational Skills - Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

DOMAIN: *Fluency*

STANDARD: CC.1.1.2.E Read with accuracy and fluency to support comprehension:
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

Key Concepts	**Key Vocabulary**
Read on-level text with purpose and understanding orally with accuracy, appropriate rate, and expression on successive readings, use context to confirm or self- correct word recognition and understanding, rereading as necessary.	Reading fluency, reading expression, comprehension/understanding, accuracy, self-correct, rereading, reading rate

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Apply a variety of decoding strategies to read grade level text.
- Read on-level sight words/high frequency words in isolation and in context with automaticity.
- Begin to self regulate understanding of text by making and confirming predictions and rereading when necessary in order to check for understanding.
- Listen to Interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading.
- Apply decoding skills to read on-level text.
- Read on-level sight words/high frequency words with automaticity in isolation and in context.
- Use punctuation as cues to appropriate expression.
- Fluently read on-level text with accuracy and prosody.
- Use prior knowledge and experiences to confirm or self-correct word recognition and understanding.
- Demonstrate a conceptual understanding of new words, e.g., classify and categorize into groups, identify antonyms, synonyms, homophones.
- Reread at point of difficulty in order to use structure and meaning to determine unknown word.
- Use context cues, sentence structure, and visual clues to guide self correction.

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Key Ideas and Details, Main Idea*
STANDARD: CC.1.2.2.A Identify the main idea of a multi- paragraph text as well as the focus of specific paragraphs within the text.

Key Concepts	Key Vocabulary
Main idea, key details, details in a text	Main idea, (key) details, facts, summarize, paragraphs, response, comprehension, make connections, evidence

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*
- Determine main idea and key details in each paragraph of a multiparagraph.   - Make inferences to determine main idea when it is not explicit.   - Connect key details to determine the topic within multi-paragraph text by making inferences.

1.2 - **Reading Informational Text** - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Key Ideas and Details, Text Analysis*
STANDARD: CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Key Concepts	Key Vocabulary
Ask and answer questions such as who, what, where, when, why; demonstrate understanding of key details in a text; before, during, and after reading strategies	Activate schema, prior knowledge, predictions, connections, infer, strategies

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
- Ask and answer questions.   - Know the question words-who, what, where, why, how.   - Locate information in the text to answer questions.

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: *Key Ideas and Details, Text Analysis*	
STANDARD: CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.	
Key Concepts	**Key Vocabulary**
Make connections between a series of events, concepts, or steps in a procedure within a text, summarize and describe ideas or pieces of information in a text	Connections, events, ideas, concepts, procedure, summarize, describe
Competencies *Describe what students should be able to do (key skills) as a result of this instruction*	

- Justify evidence of sequence of events.
- Identify and explain relationships between a series of events or steps (cause/effect, sequence, chronology).
- Recognize signal words and transition words that connect ideas.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Craft and Structure, Text Structure*
STANDARD: CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.

Key Concepts	Key Vocabulary
Determine important text features in nonfiction texts; identify key facts and information in nonfiction texts	Text features: headings, labels, captions, photographs, sidebars, bold words, italic words, titles, subtitles, graphs, charts, diagrams, table of contents, fact(s)

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
- Distinguish between types of text features (e.g., print features, graphic aids, organizational aids, informational aids).   - Identify the purpose of text features used in informational texts.   - Explain which text features are used to find information within a specific source.   - Select the appropriate text feature for a given task or information need.   - Use text features appropriately for a given task or information need.

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emph on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Craft and Structure, Vocabulary*
STANDARD: CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.

Key Concepts	Key Vocabulary
Ask and answer questions to better understand words and phrases in a nonfiction text	Question, answer, words/phrases, meaning/understanding, definition, multiple-meaning

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify unfamiliar words and phrases.
- Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text.
- Determine and clarify meaning of words and phrases, choosing flexibly from an array of strategies:
    - Use sentence level context.
    - Determine the meaning of the new word formed when a known prefix is added to a known word.
    - Use a known root word as a clue the meaning of an unknown word.
- Use text features to determine and clarify meaning of words and phrases in informational text.
- Use glossaries and beginning dictionaries, both print and digital to determine or clarify meaning of words and phrases.

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Integration of Knowledge and Ideas, Diverse Media*

STANDARD: CC.**1.2.2.G** Explain how graphic representations contribute to and clarify a text.

Key Concepts	Key Vocabulary
Use illustrations and details to describe key ideas	Illustrations, photographs, details, key ideas

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify and describe graphic aids used to facilitate understanding of informational text.
- Describe key ideas and details including text features from a text read aloud or presented orally or through other media.
- Identify commonalities between text and text features; explain how they support each other.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- Demonstrate command of the conventions of standard English when writing or speaking.

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Integration of Knowledge and Ideas, Evaluating Arguments*

STANDARD: CC.**1.2.2.H** Describe how reasons support specific points the author makes in a text.

Key Concepts	Key Vocabulary
Describe specific supporting information that an author outlines in a text	Key details, supporting details, information, author's view

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify the key points an author makes in a text.
- Identify details that support a specific point the author makes in a text.
- Explain how the reasons support a point the author makes.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Demonstrate command of the conventions of standard English when writing or speaking.

1.2 - Reading Informational Text - Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Integration of Knowledge and Ideas Analysis Across Texts*
STANDARD: CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.

Key Concepts	**Key Vocabulary**
Identify similarities and differences between texts	Similarity, difference, topic, text-to-text connections

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read, listen to, and discuss a variety of texts read aloud or presented orally or through other media.
- Recognize texts that have the same topic.
- Identify key points of a text.
- Compare and contrast the key points in two texts on the same topic.
- Ask and answer questions about key details in a text read aloud or presented orally or through other media.

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Vocabulary Acquisition and Use*
STANDARD: CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

Key Concepts	Key Vocabulary
• Learn and use grade appropriate words	Expand Vocabulary

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Acquire and use grade two conversational (tier 1), academic (tier 2), and domain specific words (tier 3) and phrases.

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Vocabulary Acquisition and Use*
STANDARD: CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.

Key Concepts	Key Vocabulary
• Use reading strategies to determine meaning of unknown words	Strategies, Multiple Meaning Words

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Identify unfamiliar words and phrases.
• Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text.
• Use sentence level context.
• Determine the meaning of the new word formed when a known prefix is added to a known word.
• Use a known root word as a clue the meaning of an unknown word.
• Use text features to determine and clarify meaning of words and phrases in informational text.
• Use glossaries and beginning dictionaries, both print and digital to determine or clarify meaning of words and phrases.

1.2 - Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Range of Reading*

STANDARD: CC.1.2.2.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Key Concepts	**Key Vocabulary**
• Use reading strategies to determine meaning of unknown words	Strategies, Multiple Meaning Words

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*
• Read and comprehend literary non-fiction and informational text on grade level

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Key Ideas and Details, Theme*
STANDARD: CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.

Key Concepts	Key Vocabulary
• Determine text meaning by retelling the story	Retell, Main Idea, Moral

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*
• Listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, ethnicities, and time periods. • Identify and explain the elements of a story, (e.g. character (s), setting, problem, solution, plot). • Identify key details in literary text. • Analyze key details to determine the central message, lesson, or moral of literary text. • Retell story events in sequential order.

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Key Ideas and Details, Text Analysis*

STANDARD: CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Key Concepts	Key Vocabulary
• Ask and answer questions about text to show understanding	Beginning/middle/end, Question, Characters, Problem, Setting, Solution

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Apply appropriate strategies **before reading, viewing, or listening to** a text:
  - Use prior knowledge and experiences to make and explain connections to the text.
  - Make predictions or ask questions about the text by examining title, cover, illustrations/photographs/text, and familiar author or topic.
  - Set a purpose for reading and identify type of text.
- Apply appropriate strategies to monitor understanding **during reading, viewing, or listening to** a text:
  - Recall and discuss what is understood.
  - Revisit, read on, and restate the difficult parts in your own words.
  - make, confirm, or adjust predictions
  - periodically summarize while reading
  - visualize what is read
  - search for connections between and among ideas
- Demonstrate understanding **after reading, viewing, or listening to** a text:
  - confirm or refute predictions
  - retell and discuss the text
  - identify and explain what is directly stated and what is implied in the text
  - summarize the text orally
  - connect text to prior knowledge or personal experience
- Generate oral and written questions about details in the text.
- Respond orally and in written form to specific questions using key details in the text.

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Key Ideas and Details, Literary Elements*

STANDARD: CC.1.3.2.C Describe how characters in a story respond to major events and challenges.

Key Concepts	**Key Vocabulary**
• Make connections between a series of events, concepts, or steps in a procedure within a text. • Summarize and describe ideas or pieces of information in a text	Connections, events, ideas, concepts, procedure, summarize, describe

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*
• Draw conclusions about characters in a story to determine their traits. • Identify major events and challenges in the text. • Identify cause/effect relationships between characters and major story events and challenges in a text.

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Craft and Structure, Point of View*
STANDARD: CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Key Concepts	Key Vocabulary
• Describe how characters in a story respond to major events and challenges.	Character, Character traits, Analyze, Critque

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Explain who is telling a story.
- Compare and contrast different points of view of characters in a story.
- Demonstrate appropriate fluency and adjust speech to represent different points of view when reading dialogue aloud.

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Craft and Structure, Text Structure*
STANDARD: CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Key Concepts	Key Vocabulary
• Determine important text features in nonfiction texts • Identify key facts and information in nonfiction texts	Text features: headings, labels, captions, photographs, sidebars, bold words, italic words, titles, subtitles, graphs, charts, diagrams, table of contents, fact(s)

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*
• Listen to, read, and examine a variety of literary texts, both fiction and nonfiction to identify story structure. • Retell a story using sequencing words (e.g., first, so, then, next, after that, finally) to describe beginning to end.

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Craft and Structure, Vocabulary*
STANDARD: CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Key Concepts	Key Vocabulary
• Ask and answer questions to better understand words and phrases in a nonfiction text	Question, answer, words/phrases, meaning/understanding, definition, multiple-meaning

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Visualize and create mental images.
- Identify literary elements(rhyme, rhythm, repetition, alliteration) in poems, stories, songs.
- Identify literary elements such as rhyme, rhythm, repetition, and alliteration in poems, stories, and songs presented in a variety of formats.
- Explain how repetition supplies rhythm and meaning in a story, poem, or song.

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Integration of Knowledge and Ideas, Sources of Information*
STANDARD: CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

Key Concepts	Key Vocabulary
• Use illustrations and details to describe key ideas	Illustrations, photographs, details, key ideas

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Use illustrations and words to demonstrate understanding of characters, setting, plot.   • Use and explain illustrations.

1.3 - **Reading Literature** - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Integration of Knowledge and Ideas, Text Analysis*
STANDARD: CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture.

Key Concepts	Key Vocabulary
• Describe specific supporting information that an author outlines in a text	Key details, supporting details, information, author's view

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Listen to, read, and discuss two or more versions of the same story by different authors or from different cultures.   • Identify similarities and differences between characters, settings, events, lessons or morals in two or more versions of the same story.

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Vocabulary Acquisition and Use, Strategies*
STANDARD: CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.

Key Concepts	Key Vocabulary
• Identify similarities and differences between texts	Similarity, difference, topic, text-to-text connections

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify unfamiliar words and phrases.
- Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text.
- Use sentence level context.
- Determine the meaning of the new word formed when a known prefix is added to a known word .
- Use a known root word as a clue the meaning of an unknown word.
- Use text features to determine and clarify meaning of words and phrases in informational text.
- Use glossaries and beginning dictionaries, both print and digital to determine or clarify meaning of words and phrases.

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: *Vocabulary Acquisition and Use*	
STANDARD: CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases.	
Key Concepts	**Key Vocabulary**
• Learn and use grade appropriate words	Expand vocabulary
Competencies *Describe what students should be able to do (key skills) as a result of this instruction*	
• Acquire and use grade two conversational (tier 1), academic (tier 2), and domain specific words (tier 3) and phrases.	

1.3 - Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Range of Reading*
STANDARD: CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.

Key Concepts	Key Vocabulary
• Proficiently read and comprehend non-fiction and informational text	Comprehend, Non-fiction/informational

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Read a variety of self-selected and assigned literary texts representing diverse cultures, perspectives, ethnicities, and time periods.   • With guidance and support, read and comprehend text of steadily increasing complexity.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Informative/Explanatory*
STANDARD: CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Key Concepts	Key Vocabulary
• Write informative text to examine a topic and ideas	Ideas, Informative/informational, Topic, Supporting Details
Competencies *Describe what students should be able to do (key skills) as a result of this instruction*	

- Establish key details about a topic and supporting details.
- Introduce a topic.
- Use facts and definitions to develop an informational writing.
- Provide a concluding statement or section.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: *Informative/Explanatory, Focus*	
STANDARD: CC.1.4.2.B Identify and introduce the topic.	
Key Concepts	**Key Vocabulary**
• Write informative text to examine a topic and ideas	Ideas, Informative/information, Topic, Supporting Details
Competencies *Describe what students should be able to do (key skills) as a result of this instruction*	
• Identify the topic. • Develop and write a clear and focused introductory sentence that identifies the topic. • Establish or build upon a personal schema of the topic. • Gather facts and definitions from various resources.	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connect among ideas and between texts with focus on textual evidence.
DOMAIN: *Informative/Explanatory, Content*
STANDARD: CC.1.4.2.C Develop the topic with facts and/or definitions.

Key Concepts	Key Vocabulary
• Develop the topic with facts and/or definitions	Organization, Facts, Middle, Topic, Details

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Differentiate between facts and opinions within a specific source.
- Gather facts and definitions from various resources.
- Participate in shared research on a topic.
- Organize facts and definitions to write a paragraph or multiple paragraphs related to a topic.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: Informative/Explanatory, Organization
STANDARD: CC.1.4.2.D Group information and provide a concluding statement or section.

Key Concepts	Key Vocabulary
• Group information and provide a concluding statement or section	Conclusion, Excellent Ending, Organization
Competencies *Describe what students should be able to do (key skills) as a result of this instruction*	
• Use information gathered to write an effective conclusion. • Prepare the final product for presentation and/or publication.	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Informative/Explanatory, Style*
STANDARD: CC.1.4.2.E Choose words and phrases for effect.

Key Concepts	**Key Vocabulary**
• Chose words and phrases for effect	Thesaurus, Descriptive words

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Identify words that create an effect, or add mood and feeling to the writing. • Use a variety of words and phrases that clearly indicate a mood or effect. • Student uses linking words and phrases such as also, another, and, more, but.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Informative/Explanatory, Conventions of Language*
STANDARD: CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Key Concepts	Key Vocabulary
Capitalize dates and names of people, use end punctuation for sentences, use commas in dates and to separate single words in a series, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, spell untaught words phonetically drawing on phonemic awareness and spelling conventions	Proper nouns, Common, Apostrophes, Capitalization, Punctuation

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
- Capitalize dates and names of people   - Distinguish between names and other nouns.   - Identify months of the year.   - Demonstrate correct capitalization of names and dates when writing.   - Analyze writing models for correct capitalization.   - Use end punctuation for sentences.   - Identify the components of a sentence.   - Identify different types of sentences and their end punctuation.   - Use of end punctuation correctly in writing.   - Analyze writing models for correct punctuation.   - Use commas in dates and to separate single words in a series.   - Identify and define purpose of commas in text that contains dates or a series.   - Demonstrate the correct use of commas in writing.   - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.   - Identify common spelling patterns.   - Identify the spellings for frequently occurring irregular words.   - Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words.   - Spell untaught words phonetically drawing on phonemic awareness and spelling conventions.   - Identify the letters or letter for consonant and vowel sounds.   - Use sound-spelling correspondences to approximate the spelling of unknown words in writing.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Opinion/Argumentative*
STANDARD: CC.1.4.2.G Write opinion pieces on familiar topics or texts.

Key Concepts	**Key Vocabulary**
• Chose words and phrases for effect	Thesaurus, Descriptive Words

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Introduce a topic.   • State an opinion.   • Supply reasons that support the opinion.   • Use linking words to connect opinion and reasons.   • Provide a concluding statement or section.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Opinion/Argumentative, Focus*
STANDARD: CC.1.4.2.H Identify the topic and state an opinion

Key Concepts	**Key Vocabulary**
• Identify the topic and state an opinion.	• Topic • Opinion

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Identify the topic or book.   • Establish or build upon a personal schema or book.   • Gather information on a specific topic.   • Form an opinion based on prior knowledge and information provided.   • Develop a clear, focused topic sentences that state the point of view or opinion.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Opinion/Argumentative, Content*

STANDARD: CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.

Key Concepts	**Key Vocabulary**
• Support the opinion with reasons that include details connected to the opinion	Reason, Opinion, Details, Support

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Generate reasons to support an opinion using facts, details, or text references. • Draft a paragraph(s) to support an opinion.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Opinion/Argumentative, Organization*

STANDARD: CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.

Key Concepts	**Key Vocabulary**
• Create an organized story structure.	Concluding statement, reasons, organization

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• State a topic, opinion, supporting reasons, and concluding sentence. • Draft a concluding sentences that restates the opinion.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Opinion/Argumentative, Style*
STANDARD: CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.

Key Concepts	Key Vocabulary
• Use a variety of words and phrases to appeal to the audience.	Word choice, phrases, audience

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Identify words that clarify opinion and arguments to the writing.   • Use a variety of words and phrases.   • Use linking words such as because, also, and.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Opinion/Argumentative, Conventions of Language*

STANDARD: CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Key Concepts	Key Vocabulary
Capitalize dates and names of people, use end punctuation for sentences, use commas in dates and to separate single words in a series, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, spell untaught words phonetically drawing on phonemic awareness and spelling conventions	Conventions, grammar, capitalization, punctuation, sentence fluency

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Capitalize dates and names of people.
- Distinguish between names and other nouns.
- Identify months of the year.
- Demonstrate correct capitalization of names and dates when writing.
- Analyze writing models for correct capitalization.
- Use end punctuation for sentences.
- Identify the components of a sentence.
- Identify different types of sentences and their end punctuation.
- Use of end punctuation correctly in writing.
- Analyze writing models for correct punctuation.
- Use commas in dates and to separate single words in a series.
- Identify and define purpose of commas in text that contains dates or a series.
- Demonstrate the correct use of commas in writing.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Identify common spelling patterns.
- Identify the spellings for frequently occurring irregular words.
- Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words.

- Spell untaught words phonetically drawing on phonemic awareness and spelling conventions.
- Identify the letters or letter for consonant and vowel sounds.
- Use sound-spelling correspondences to approximate the spelling of unknown words in writing.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Narrative*
STANDARD: CC.1.4.2.M Write narratives to develop real or imagined experiences or events.

Key Concepts	Key Vocabulary
• Write narratives to develop real or imagined experiences or events.	Narrative, fantasy, realism, imaginary
Competencies *Describe what students should be able to do (key skills) as a result of this instruction*	
• Sequence events in a logical order. • Identify an event, characters, and problem. • Apply knowledge of story structure.	

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Narrative, Focus*

STANDARD: CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.

Key Concepts	Key Vocabulary
• Establish a situation and introduce a narrator and/or characters.	Problem, narrator, characters, story structure

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify an event or situation.
- Identify characters and the problem.
- Draft an opening sentence that introduces the narrative.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Narrative, Content*
STANDARD: CC.1.4.2.O Include thoughts and feeling to describe experience and events to show the response of characters to situations.

Key Concepts	Key Vocabulary
• Show character's thoughts and feelings in response to an experience or event	Character traits, response, experiences, events

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Include details that personalize the experience (thoughts, actions, and feelings).   • Apply knowledge of story structure.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Narrative, Organization*
STANDARD: CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

Key Concepts	Key Vocabulary
• Properly sequence events using transition words and provide a conclusion.	Sequence of events, transition, conclusion

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Apply story structure. • Use temporal words to signal event order. • Write sentences in a meaningful order. • Draft a conclusion that resolves the narrative.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Narrative, Style*
STANDARD: CC.1.4.2.Q Choose words and phrases for effect

Key Concepts	**Key Vocabulary**
• Choose words and phrases for effect.	Effect, word choice

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*
• Student uses temporal words. • Student uses words to describe thoughts, actions, and feelings.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Narrative, Conventions of Language*
STANDARD: CC.1.4.2.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

Key Concepts	**Key Vocabulary**
Capitalize dates and names of people, use end punctuation for sentences, use commas in dates and to separate single words in a series, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, spell untaught words phonetically drawing on phonemic awareness and spelling conventions	Conventions, grammar, capitalization, punctuation, sentence fluency

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Capitalize dates and names of people. • Distinguish between names and other nouns. • Identify months of the year. • Demonstrate correct capitalization of names and dates when writing. • Analyze writing models for correct capitalization. • Use end punctuation for sentences. • Identify the components of a sentence. • Identify different types of sentences and their end punctuation. • Use of end punctuation correctly in writing. • Analyze writing models for correct punctuation. • Use commas in dates and to separate single words in a series. • Identify and define purpose of commas in text that contains dates or a series. • Demonstrate the correct use of commas in writing. •

- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Identify common spelling patterns.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Production and Distribution of Writing, Writing Process*

STANDARD: CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Key Concepts	**Key Vocabulary**
• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Revise, edit, proofread, kid writing, adult writing, focus, topic

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• With guidance and support, focus on a topic.   • With guidance and support, revise and edit to strengthen writing.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Technology and Publication*

STANDARD: CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

Key Concepts	**Key Vocabulary**
• With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	Powerpoint, word, publishing center, collaboration, technology

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• With guidance, use technology to enhance learning.   • With guidance, use technology to collaborate and express ideas.   • With guidance, use technology to locate, evaluate, and gather information and/or data.   • With guidance, use and evaluate technology tools to organize information.   • With guidance, use technology to develop strategies to solve problems and make informed decisions.

1.4 – **Writing -** Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Conducting Research*
STANDARD: CC.1.4.2.V Participate in individual or shared research and writing projects.

Key Concepts	Key Vocabulary
• Participate in individual or shared research and writing projects.	Research

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• With guidance, identify an assigned or personal information need.   • Formulate and refine questions to meet an information need.   • With guidance, explore and identify resources.   • With guidance, use technology to find information.   • With guidance and support, formulate and refine questions to meet an informed need.   • Prepare the final product for presentation and/or publication in a variety of formats.   • Produce writing that is legible.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Credibility, Reliability, and Validity of Sources*
STANDARD: CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.

Key Concepts	Key Vocabulary
• Answer questions using recalled information or information recalled from sources.	Source

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Access prior knowledge to formulate and refine questions to meet an information need.   • With guidance, use technology tools to find data/information.   • Record data/information to create new understandings.   • With guidance and support, draw conclusions from the data/information to create new understandings.   • With guidance, explain the idea of giving credit to sources of information.

1.4 – Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Range of Writing*
STANDARD: CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes and audiences.

Key Concepts	Key Vocabulary
• Write for extended periods of time or shorter periods of time with a range of tasks, purposes, and audiences.	Research, reflection, revision, purpose, audience

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Write for various time periods.   • Write about various topics/subject.   • Write for different purposes.   • Write for different audiences.   • Daily writing, journaling, activities.

1.5 - **Speaking and Listening -** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
DOMAIN: *Comprehension and Collaboration , Collaborative Discussion*
STANDARD: CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

Key Concepts	Key Vocabulary
Participate in collaborative conversations with peers and adults in small and larger groups.	Collaboration, conversation

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Create rules to ensure respectful group discussions.
- Identify and define roles for participants in discussions.
- Participate in group discussions on a variety of topics.
- Demonstrate command of the conventions of standard English grammar and usage when speaking.
- Use linking phrases to connect comments from others involved in a conversation.
- Demonstrate ability to stay on topic during conversations.
- Add appropriate ideas to support or extend a conversation.
- Demonstrate command of the conventions of standard English grammar and usage when speaking.
- Identify parts of a topic or text that are unclear.
- Identify the topic or text under discussion.
- Use prior knowledge to formulate and refine questions to meet an information need.
- Generate appropriate questions to meet the information need.
- Demonstrate command of the conventions of standard English grammar and usage when speaking.

1.5 - **Speaking and Listening -** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

DOMAIN: *Comprehension and Collaboration , Critical Thinking*

STANDARD: CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Key Concepts	Key Vocabulary
• Recall or describe key details from texts read aloud, orally presented, or other media.	Recall, describe, main idea, details

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Listen for and identify key details in a text read aloud.
- Listen for and identify information presented in a variety of formats.
- Distinguish between key details and supporting information.
- Retell a text or information using key ideas or details.
- Demonstrate command of the conventions of standard English grammar and usage when speaking.

1.5 - **Speaking and Listening -** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
DOMAIN: *Comprehension and Collaboration, Evaluating Information*
STANDARD: CC.1.5.2.C 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.

Key Concepts	Key Vocabulary
• 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.	Question, comprehension, clarify, understanding, recall

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Listen to determine the main idea and key details from a speaker.
- Ask and answer such questions as *who, what, where, when, why, and how* to facilitate understanding of key details.
- Identify an assigned or personal information need.
- Demonstrate command of the conventions of standard English grammar and usage when speaking.

1.5 - Speaking and Listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
DOMAIN: *Presentation of Knowledge and Ideas, Purpose, Audience, and Task*
STANDARD: CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Key Concepts	Key Vocabulary
• Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Sentence fluency, descriptive details, facts

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Distinguish between relevant and irrelevant details. • Use temporal words to sequence the important events in a story or experience. (See CCSS 2 W2.) • Use descriptive adjectives and adverbs, and choose between them depending on what is to be modified. (See CCSS 2 L1.e.) • Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS 2 L1) • Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. • Speak at an appropriate pace, volume, and tone.

1.5 - Speaking and Listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
DOMAIN: Presentation of Knowledge and Ideas, *Context*
STANDARD: CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Key Concepts	Key Vocabulary
• Provide details and clarification by producing task appropriate, complete sentences	Clarification, speaking, presenting information

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Identify components and purpose of various types of sentences. • Distinguish between fragments, complete, and run on sentences. • Produce, expand, and rearrange complete simple and compound sentences. • Demonstrate command of the conventions of standard English grammar and usage when speaking.

1.5 - Speaking and Listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
DOMAIN: *Integration of Knowledge and Ideas, Multimedia*
STANDARD: CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

Key Concepts	**Key Vocabulary**
• Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	Visual displays, presentations

Competencies
Describe what students should be able to do (key skills) as a result of this instruction
• Use illustrations and details in a story to describe its characters, setting, or events.   • Use a variety of formats to prepare the findings/conclusions of an information need for sharing.   • Use technology to record and organize data/information.   • Demonstrate command of the conventions of standard English grammar and usage when speaking.

1.5 - Speaking and Listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

DOMAIN: *Conventions of Standard Language*

STANDARD: CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.

Key Concepts	Key Vocabulary
• Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	Conventions, grammar, sentence fluency, age-appropriate, speaking

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Capitalize dates and names of people.
- Distinguish between names and other nouns.
- Identify months of the year.
- Demonstrate correct capitalization of names and dates when writing.
- Analyze writing models for correct capitalization.
- Use end punctuation for sentences.
- Identify the components of a sentence.
- Identify different types of sentences and their end punctuation.
- Use of end punctuation correctly in writing.
- Analyze writing models for correct punctuation.
- Use commas in dates and to separate single words in a series.
- Identify and define purpose of commas in text that contains dates or a series.
- Demonstrate the correct use of commas in writing.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Identify common spelling patterns.
- Identify the spellings for frequently occurring irregular words.
- Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words.
- Spell untaught words phonetically drawing on phonemic awareness and spelling conventions.
- Identify the letters or letter for consonant and vowel sounds.
- Use sound-spelling correspondences to approximate the spelling of unknown words in writing.