Visalia
UNIFIED SCHOOL
DISTRICT

Common Core
English Language Arts

Grade 2

Instructional Goal	*Target Type*	*Key Verbs*
Recall basic in formation and facts	Knowledge (K)	Name, identify, describe
Think and develop an understanding	Reasoning/Understanding (R)	Explain, compare and contrast, predict
Apply knowledge and reasoning	Skill (S)	Use, solve, calculate
Synthesize to create original work	Product (P)	Create, write, present

COMMON CORE ELA STANDARDS - GRADE 2

Visalia Unified School District

KEY IDEAS AND DETAILS		
RL 2.1	**Standard:** Ask and answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text.	**Anchor:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Skills/Concept:

- Ask questions
- Answer questions (who, what, where, when, why)
- Understand which details are more important to the story.
- Demonstrate how the key details support or move the story forward

Academic Vocabulary/Cognates:

- question
- answer
- demonstrate
- key details
- understanding
- text
- details
- information

- demostrar
- detalles
- texto
- detalles
- informacion

Enduring Understanding:

Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.

Essential Question:

What do good readers do?
Am I clear about what I just read? How do I know?

Suggested Learning Targets:

- ✓ I can identify *who, what, where, when, why* and *how* to answer questions about a text. (K)
- ✓ I can ask and answer questions before, during, and after a text. (S)

Questions Stems:

- Who is this story about?
- Where did it take place?
- Which of these details is really important to the story?
- How does knowing where the story takes place, help us understand the story?
- Can you outline the key details in the text?
- Where in the passage did you find that key detail?
- How do you know that is a key detail?
- What might you want to know about…?
- Don't forget to ask yourself/partner
  - ✓ What does this character want?
  - ✓ Who are the main characters?
  - ✓ What is the author trying to tell me?
  - ✓ What is the main message of the story?

Teaching Notes and Strategies:

SBAC Claim # 1: Read Closely & Critically

Before and After:

RL 1.1: Ask and answer questions about key details in a text.

RL 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

KEY IDEAS AND DETAILS		
RL 2.2	**Standard:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.	**Anchor:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Skills/Concept:

- Retell: stories , fables, folktales from different cultures
- Answer questions about the text.
- Determine the 'big idea' about the lesson or moral of story
- Synthesize the message and connect to other stories or lessons.

Academic Vocabulary/Cognates:

- recount
- fables
- folktales
- determine
- central message
- moral
- resolution
- sequence
- problem

- fábulas
- determinar
- mensaje central
- moraleja
- resolución
- secuencia
- problema

Enduring Understanding:

Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.

Essential Question:

What do good readers do?
Am I clear about what I just read? How do I know?

Suggested Learning Targets:

- ✓ I can recount/tell (put into my own words) stories. (K)
- ✓ I can define central message, lesson, and/or moral (overall idea an author is trying to share). (K)
- ✓ I can determine the central message, lesson, and/or moral of the story. (R)

Questions Stems:

- What is the central message in this story, fable, or folktale?
- Determine and verbalize the problem/conflict and resolution in the story, fable, or folktale.
- What is the moral of the story? fable? folktale?
- How is this story, fable, folktale different from what you already know?
- Where does this story come from?

Teaching Notes and Strategies:

Appendix B Sample Performance Task: Students read *fables* and *folktales from diverse cultures* that represent various origin tales, such as Rudyard Kipling's "How the Camel Got His Hump" and Natalie Babbitt's *The Search for Delicious*, and paraphrase *their central message, lesson, or moral*.

SBAC Claim # 1: Read Closely & Critically

Before and After:

RL 1.2: Retell stories, including key details, and demonstrating understanding of their central message or lesson.

RL 3.2: Recount stories, including, fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

KEY IDEAS AND DETAILS		
RL 2.3	**Standard:** Describe how characters in a story respond to major events and challenges.	**Anchor:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Skills/Concept:

- Understand sequence of events in a story
- Identify major and minor events in a story
- Identify major and minor characters in a story
- Describe how characters face different events and challenges in story
- Understand that characters change as a result of what happens during the story.

Academic Vocabulary/Cognates:

- describe
- major event
- minor event
- major/minor characters
- interaction of characters
- challenges
- sequence of events
- describir

Enduring Understanding:	Essential Question:
Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.	What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets:

- ✓ I can identify characters in a story. (K)
- ✓ I can describe how characters react to events and challenges in a story. (R)

Questions Stems:

- Retell the story in sequential order.
- Who are the major and minor characters?
- How do the major/minor characters respond to important challenges in the story?
- What effect do the events in the story have on the characters?
- What decision could the characters have responded to differently?
- How does the character change?

Teaching Notes and Strategies:

Appendix B Sample Performance Tasks: Students *describe how the character* of Bud in Christopher Paul Curtis' story *Bud, Not Buddy responds* to a *major event* in his life of being placed in a foster home.

SBAC Claim # 1: Read Closely & Critically

Before and After:	
RL 1.3: Describe characters, settings, and major events in a story, using key details.	**RL 3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CRAFT AND STRUCTURE		
RL 2.4	**Standard:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **(See grade 2 Language Standards 4-6 for additional expectations.)**	**Anchor:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Essential Skills/Concept:	**Academic Vocabulary/Cognates:**	
• Distinguish between words and phrases • Distinguish the "cadence" of spoken language • Ability to hear same and/or differing sounds in words • Ability to see and hear the pattern of the spoken language • Know that alliteration means words start with the same or similar sounds • Know that often authors repeat the same lines for emphasis or effect	• distinguish • alliteration • emphasis • rhyme • rhythm • repetition	• distinguir • aliteración • énfasis • rima • ritmo • repetición

Enduring Understanding:	**Essential Question:**
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author's Choice: Why does it matter? What makes a story a "great" story?

Suggested Learning Targets:

- ✓ I can identify words and phrases that create a beat in a poem or song. (K)
- ✓ I can identify words and phrases that create alliteration (repeated beginning consonant sound) in a story, poem, or song. (K)
- ✓ I can identify words and phrases that create rhymes in a story, poem, or song. (K)
- ✓ I can identify words and phrases that are repeated in a story, poem, or song. (K)
- ✓ I can identify words and phrases create rhythm and ad meaning. (R)

Questions Stems:	**Teaching Notes and Strategies:**
• Can you identify words that rhyme? • What is difference between a word, a phrase, or a sentence? • Find a sentence that shows an example of alliteration. • Can you come up with a sentence where all the words start with the letter _____? • Identify words that rhyme. • Identify and clap the rhythm in a stanza. • Do you see any repetition in this story, poem, or song? • Why do you think the author repeated that line? • How do you know this is a poem and not a story?	**SBAC Claim # 5:** Use oral and written language skillfully

Before and After:

RL 1.4:	**RL 3.4:**
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **(See grade 1 Language standard 4-6 for additional expectations.)**	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language **(See grade 3 Language standards 4-6 for additional expectations.)**

CRAFT AND STRUCTURE		
RL 2.5	**Standard:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**Anchor:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Essential Skills/Concept:	**Academic Vocabulary/Cognates:**
• Understand story structure • Understand that the beginning of a story introduces the characters and settings • Describe the actions that occur at the ending of the story • Know that actions in the story help lead to a resolution	• analyze / analizar • text / texto • paragraph / párrafo • section / sección • chapter / capítulo
Enduring Understanding:	**Essential Question:**
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author's Choice: Why does it matter? What makes a story a "great" story?

Suggested Learning Targets:

I can recognize that a story has a beginning, middle, and an end. (R)
I can describe how the characters, setting, and action are introduced in a story. (K)
I can describe how the events at the end of a story let me know what happened to the characters. (R)

Questions Stems:	**Teaching Notes and Strategies:**
• Describe the beginning, middle, and end of the story • What are the character's problems? • Read to your partner the section where the character's problem begins to be solved. • How does the character solve the problem? • Look at this section, why did the author add _____? • Analyze this paragraph, what is the author trying to tell you? • What information does the author include at the beginning of the story that helps you understand the rest of the story? • In which part of the story does most of the action occur?	**Appendix B Sample Performance Tasks:** Students *describe the overall story structure* of *The Thirteen Clocks* by James Thurber, *describing how* the interactions of the characters of the Duke and Princess Saralinda *introduce the beginning of the story* and how the suspenseful plot comes to an *end*. **SBAC Claim # 1:** Read Closely & Critically

Before and After:

RL 1.5:	**RL 3.5:**
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CRAFT AND STRUCTURE		
RL 2.6	**Standard:** Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**Anchor:** Assess how point of view or purpose shapes the content and style of a text.

Essential Skills/Concept:

- Understand and identify point of view
- Distinguish one character's point of view from another character's point of view
- Understand character's voice in literature
- Distinguish between characters' voices when reading aloud
- Use different voices for different characters (e.g., high, gruff, low exited).

Academic Vocabulary/Cognates:

- distinguish
- point of view
- opinion
- dialogue
- contrast
- distinguir
- punto de vista
- opinin
- diálogo
- contrastar

Enduring Understanding:	Essential Question:
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author's Choice: Why does it matter? What makes a story a "great" story?

Suggested Learning Targets:

- ✓ I can define point of view (a character's attitude or feelings about events in a story). (K)
- ✓ I can identify a character's point of view in a story. (R)
- ✓ I can show different points of view by changing my voice when I read dialogue for each character. (S)

Questions Stems:

- Describe the difference between the two character's points of view.
- Can you change your voice so it sounds like the character might sound?
- What makes the characters say or act differently?
- Why was it important for the author to use dialogue?
- How are the characters different or alike?
- What contrast can you make between the characters?
- Would you think the same way as the character does? Why? Why not?

Teaching Notes and Strategies:

SBAC Claim # 1: Read Closely & Critically

Before and After:

RL 1.6:	RL 3.6:
Identify who is telling the story at various points in a text.	Distinguish their own point of view from that of the narrator or those of the characters.

INTEGRATION OF KNOWLEDGE AND IDEAS		
RL 2.7	**Standard:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**Anchor:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Essential Skills/Concept:

- Understand character, plot, and setting
- Analyze text information & illustrations to understand deeper meaning of the story
- Use opportunities to explore books or stories as digital text.

Academic Vocabulary/Cognates:

- illustrations • illustraciones
- character
- setting
- plot
- digital text • texto digital

Enduring Understanding:	**Essential Question:**
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse forms.	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?

Suggested Learning Targets:

- ✓ I can identify illustrations that support a story. (K)
- ✓ I can explain how illustrations add meaning to the words in a story. (R)
- ✓ I can use illustrations and words in a story to help me describe the characters, setting, or plot. (S)

Questions Stems:

- What clues do the illustrations in the story provide to help you understand the setting in the story?
- What clues do the illustrations in the story provide to help you understand the characters in the story?
- What clues do the illustrations in the story provide to help you understand the plot of the story?
- Today you will use the computer to read this story.
- When you use the computer station, you will be using this site to read some stories.
- What did you learn about the characters setting, or plot from the words the author used?

Teaching Notes and Strategies:

SBAC Claim # 1: Read Closely & Critically

Before and After:

RL 1.7: Use illustrations and details in a story to describe its characters, settings, or events.	**RL 3.7:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

INTEGRATION OF KNOWLEDGE AND IDEAS		
RL 2.8	**Standard:**	**Anchor:**
Essential Skills/Concept:		**Academic Vocabulary/Cognates:**
	Not applicable to Literature	
Enduring Understanding:		**Essential Question:**
Suggested Learning Targets:		
Questions Stems:		**Teaching Notes and Strategies:**
Before and After:		

INTEGRATION OF KNOWLEDGE AND IDEAS		
RL 2.9	**Standard:** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Skills/Concept:	**Academic Vocabulary/Cognates:**
Compare and contrast the same text different authors Compare and contrast selected text from different cultures	• compare • compare • contrast • contrastar • author • autor • culture • cultura • character • plot • theme • tema • story • interpretation • interpretación

Enduring Understanding:	**Essential Question:**
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse forms.	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?

Suggested Learning Targets:

- ✓ I can compare (find similarities) two or more versions of the same story. (R)
- ✓ I can contrast (find differences) two or more versions of the same story. (R)

Questions Stems:	**Teaching Notes and Strategies:**
• Why do you think the authors created their own version of the same story? • What are some of the differences you notice in the two stories? • Did the authors change the main ideas in their versions of the story? • Compare and contrast the differences in the authors' interpretation. • Which culture (country) is represented in this story? • What is the relationship between the two stories? • What would have happened in the story if the cultural setting was different?	**SBAC Claim # 1:** Read Closely & Critically

Before and After:

RL 1.9:	**RL 3.9:**
Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
RL 2.10	**Standard:** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.	**Anchor:** Read and comprehend complex literary and informational texts independently and proficiently.

Essential Skills/Concept:

- Recognize a variety of text (stories, poetry)
- Comprehend literature at grade 2-3 complexity levels
- Read independently and proficiently at grade 2-3 complexity levels
- Read text with multiple layers of meaning
- Read text with implicit and unconventional structures
- Read text with figurative, purposeful, and academic vocabulary

Academic Vocabulary/Cognates:

- comprehend
- comprender
- independently
- independiente
- proficiently
- literature
- literatura
- character
- plot
- setting
- author
- autor

Enduring Understanding:	**Essential Question:**
Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets:

- ✓ I can closely read complex grade level texts. (S)
- ✓ I can reread text to find more information or clarify ideas. (S)
- ✓ I can use reading strategies (e.g. ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text. (S)

Questions Stems:

- Please keep track of the stories you are reading at home by having your parents sign the sheet.
- Have you read any poems, adventure stories, or fairy tales lately?
- Can you tell me what you have liked so far about the text (prose/poetry)?
- Does this story/poem remind you of any other stories/poems we have read?
- Compare this piece to other pieces of text you have read.
- Identify similarities between the two pieces.
- What other stories or poems have you read about ___?
- Predict what you think will happen next in the story.
- What makes you think that will happen?
- How do you know?

Teaching Notes and Strategies:

Before and After:

RL 1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. a) Activate prior knowledge related to the information and events in texts. b) Confirm predictions about what will happen next in text.	**RL 3.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

KEY IDEAS AND DETAILS		
RI 2.1	**Standard:** Ask and answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text.	**Anchor:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Skills/Concept:

- Demonstrate understanding of character
- Ask questions
- Answer questions (who, what, where, when, why)
- Understand key details
- Identify main ideas and key details within the text

Academic Vocabulary/Cognates:

- question
- answer
- demonstrate
- key details
- text
- outline
- passage
- demostrar
- detalles
- texto
- pasaje

Enduring Understanding:	Essential Question:
Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets:

- ✓ I can identify *who, what, where, when, why* and *how* to answer questions about a text. (K)
- ✓ I can ask and answer questions before, during, and after a text. (S)

Questions Stems:

- Ask yourself questions that will help you understand the story like: Who is this story about? Where did it take place? What is happening now?
- Why do you think the author included that detail?
- Where in the passage did you find that key detail?
- How do you know that is a key detail?
- What details are important in order to tell the story?
- How do the key details make a difference at the end of the story?

Teaching Notes and Strategies:

Appendix B Sample Performance Task: Students read Aliki's description of A Medieval Feast and demonstrate their understanding of all that goes into such an event by asking questions pertaining to who, what, where, when, why, and how such a meal happens and by answering using key details.

SBAC Claim # 1: Read Closely & Critically

Before and After:	
RI 1.1: Ask and answer questions about key details in a text.	**RI 3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

KEY IDEAS AND DETAILS		
RI 2.2	**Standard:** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	**Anchor:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Skills/Concept:

- Retell: stories , fables, folktales from different cultures
- Answer questions about the text.
- Determine the 'big idea' about the lesson or moral of story
- Synthesize the message and connect to other stories or lessons.

Academic Vocabulary/Cognates:

- paragraph
- multi-paragraph
- main topic
- key details
- focus
- graphic organizer
- topic
- párrafo
- varios párrafos

Enduring Understanding:	Essential Question:
Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.	What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets:

- ✓ I can define topic or main idea who or what the text is mostly about). (K)
- ✓ I can determine the topic or main idea of a text. (R)
- ✓ I can explain the focus (main idea) of each paragraph in a text. (R)

Questions Stems:

- What is the main idea of this text?
- What is the topic sentence in this paragraph?
- What additional details does the author give us in this paragraph that helps us understand the main topic?
- Construct the main ideas of multiple paragraphs in a text.
- Is there a map or graphic organizer you can use to keep track of the main ideas of each paragraph?
- List some of the supporting details in found in this multi-paragraph text.
- What is the focus of this paragraph?

Teaching Notes and Strategies:

SBAC Claim # 1: Read Closely & Critically

Before and After:	
RI 1.2: Identify the main topic, and retell key details in a text.	**RI 3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

KEY IDEAS AND DETAILS		
RI 2.3	**Standard:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**Anchor:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Skills/Concept:

- Compare and contrast scientific ideas or concepts
- Demonstrate understanding of the sequence of historical events
- Comprehend and show understanding of the sequence of steps in a technical procedure
- Describe how one event, scientific event, or step in a procedure influences another

Academic Vocabulary/Cognates:

• compare	• comparar
• contrast	• contraste
• sequence	• sequencia
• historical	• histórico
• technical	• técnica
• scientific	• científicos
• timeline	• línea de tiempo

Enduring Understanding:	**Essential Question:**
Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.	What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets:

- ✓ I can identify historical events. (K)
- ✓ I can identify scientific ideas or concepts. (K)
- ✓ I can identify steps in a process. (K)
- ✓ I can explain how historical events connect. (R)
- ✓ I can explain how scientific ideas or concepts connect. (R)
- ✓ I can explain how the steps in a process connect. (R)

Questions Stems:

- How did inventing _____ change history?
- How did the life of (historical figure) affect people today?
- Which step would you do first? Which would you do last?
- How has this _____ changed over time?
- Show me how scientific ideas or concepts are the same and how they are different?
- Use a timeline to sequence the historical events.
- Compare the historical events to your present life. Is the past important? What can we learn from the past?
- Why is it important to do step 1 in a technical procedure before step 3?
- What do you think would happen if you did not follow the steps in order?

Teaching Notes and Strategies:

SBAC Claim # 1: Read Closely & Critically

Before and After:	
RI 1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**RI 3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CRAFT AND STRUCTURE		
RI 2.4	**Standard:** Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4-6 for additional expectations.)	**Anchor:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Essential Skills/Concept:	**Academic Vocabulary/Cognates:**	
• Determine the meaning of root words in a text • Determine the meaning of new words using prefixes and suffixes • Identify the meaning of compound words • Use glossaries and dictionaries to clarify the meaning of words and phrases in all content areas • Understand that sometimes when a word is used in a phrase the meaning of the word may change	• root word • compound word • prefixes • suffixes • dictionary • digital dictionary	• palabras compuesta • prefijos • sufijos • diccionario • diccionario digital

Enduring Understanding:	**Essential Question:**
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author's Choice: Why does it matter? What makes a story a "great" story?

Suggested Learning Targets:

- ✓ I can identify words and phrases that are specific to the topic/subject of a text (e.g. *habitat, vapor, ecosystem)* (K)
- ✓ I can use information in a text to determine the meaning of words and phrases about the topic/subject of the text. (S)

Questions Stems:	**Teaching Notes and Strategies:**
• Explain and/or demonstrate how to look up words in a dictionary using the first two letters of a word • What will you do if you come to a word you don't know? • Remember to look at our poster if you need help understanding a word. • What strategies can you use to help find out what a word means? • How does the particular meaning of the same word change in different contexts? • Explain the meaning of the word that includes a prefix or suffix from the text. • Did you try using the computer's dictionary to find the meaning of the word?	**Appendix B Sample Performance Task:** Students determine the meanings of words and phrases encountered in Sarah L. Thomson's Where Do Polar Bears Live?, such as cub, den, blubber, and the Arctic. **SBAC Claim # 5**: Use oral and written language skillfully.

Before and After:	
RI 1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.)	**RI 3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area.(See grade 3 Language standards 4-6 for additional expectations.)

CRAFT AND STRUCTURE		
RI 2.5	**Standard:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	**Anchor:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, a chapter, scene, or stanza) relate to each other and the whole.

Essential Skills/Concept:	**Academic Vocabulary/Cognates:**	
• Demonstrate understanding of text features: captions, bold print, subheadings, glossaries, electronic menus, icons and indices • Show understanding of key facts or information in the text	• bold print • subheading • caption • icons • glossaries • indexes	• subpartida • iconos • glosarios • índices

Enduring Understanding:	**Essential Question:**
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author's Choice: Why does it matter? What makes a story a "great" story?

Suggested Learning Targets:

I can identify and give examples of text features. (K)
I can explain how text features help locate key facts or information. (R)
I can locate key facts or information about a text using text features. (S)

Questions Stems:	**Teaching Notes and Strategies:**
• Can you find_____ feature in the text? • Open you book. Find the index, glossary, a heading. • Put your finger on the word that is bolded. • Are there any words that are written in bold print? Why do you think the author wrote that word in bold? • Where would you find a glossary or index in your book? • Retell key facts from text. • Under the subheading of_____, find a key fact. • Why are icons important and how do they help us locate key facts? • On the computer can you find the icon that means undo, save, Internet Explorer? • I will show you some icons, you tell me what they mean.	**SBAC Claim # 1**: Read Closely & Critically

Before and After:

RI 1.5: Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**RI 3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CRAFT AND STRUCTURE		
RI 2.6	**Standard:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**Anchor:** Assess how point of view or purpose shapes the content and style of a text.

Essential Skills/Concept:

- Demonstrate understanding of author's intent
- Determine the information from the text.

Academic Vocabulary/Cognates:

- main purpose
- author's intent
- description
- explanation
- passage
- el propósito principal
- la intención del autor
- descripción
- explicación
- pasaje

Enduring Understanding:	Essential Question:
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author's Choice: Why does it matter? What makes a story a "great" story?

Suggested Learning Targets:

- ✓ I can identify purposes for reading (e.g. to inform, to explain, to describe). (K)
- ✓ I can read a text and identify the author's main purpose for writing it. (S)

Questions Stems:

- What is the author's intent in this text?
- What does the author explain or describe in this passage?
- Describe the information the author gives you in the text.
- After reading the text, what information did the author describe to you? Summarize the author's intent.
- Determine the author's _____(description, explanation) from the text.
- In the text we just read is the author trying to explain, describe or answer something? What makes you think that?

Teaching Notes and Strategies:

Appendix B Sample Performance Task: Students read Selby Beeler's Throw Your Tooth on the Roof: Tooth Traditions Around the World and identify what Beeler wants to answer as well as explain the main purpose of the text.

SBAC Claim # 1: Read Closely & Critically

Before and After:	
RI 1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**RI 3.6:** Distinguish their own point of view from that of the author of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS		
RI 2.7	**Standard:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	**Anchor:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Essential Skills/Concept:	**Academic Vocabulary/Cognates:**	
• Use pictures and diagrams to gather information for clarification of meaning • Know that illustrations help you understand more about the text and the person, place, thing or idea the text is about • Connect illustrations with the message	• images • diagram • charts • graphs • clarify • example • conclusions	• imagines • diagram • grafica • aclarar • ejemplo • conclusions

Enduring Understanding:	**Essential Question:**
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse forms.	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?

Suggested Learning Targets:

✓ I can explain how the images in text add meaning to the words. (R)
✓ I can use the images and words in a text to help me understand what I am reading. (S)

Questions Stems:	**Teaching Notes and Strategies:**
• How does reading the chart, diagram help you understand what the author is trying to say? • What information did you gather from that _____ diagram that aided your understanding? • Restate the important facts from the chart or graph using the _____. • What examples can you find to _____? • What conclusions can you draw_____? • How can you make use of these facts and graphs?	**Appendix B Sample Performance Task: S**tudents explain how the specific image of a soap bubble and other accompanying illustrations in Walter Wick's A Drop of Water: A Book of Science and Wonder contribute to and clarify their understanding of bubbles and water. **SBAC Claim # 1:** Read Closely & Critically

Before and After:	
RI 1.7: Use the illustrations and details in a text to describe its key ideas.	**RI 3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

INTEGRATION OF KNOWLEDGE AND IDEAS		
RI 2.8	**Standard:** Describe how reasons support specific points the author makes in a text.	**Anchor:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning s well as the relevance and sufficiency of the evidence.

Essential Skills/Concept:

- Know how to link people and their ideas.
- Know that an author writes to share what he/she thinks.
- Know that authors use details to help make a point.
- Understand that authors try to explain their thinking.
- Know that an author may have more than one reason to explain his thinking.

Academic Vocabulary/Cognates:

- reasons
- justify
- explain
- details
- support
- main purpose
- razones
- justificar
- explicar
- detalles

Enduring Understanding:

To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse forms.

Essential Question:

In what ways does creative choice impact an audience?
Whose story is it, and why does it matter?

Suggested Learning Targets:

- ✓ I can identify specific points an author makes in a text. (S)
- ✓ I can describe the reasons the author uses to support each point. (R)

Questions Stems:

- What does the writer think about the problem?
- Explain in your own words the reasons that support the author's main purpose.
- Why do you think the author wrote that?
- What details did the author use to support his/her main purpose?
- Did the author justify his/her ideas?
- Why did the author write this piece?

Teaching Notes and Strategies:

Appendix B Sample Performance Task: Students describe the reasons behind Joyce Milton's statement that bats are nocturnal in her Bats: Creatures of the Night and how she supports the points she is making in the text.

SBAC Claim # 1: Read Closely & Critically

Before and After:

RI 1.8: Identify the reasons an author gives to support points in a text.

RI 3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

INTEGRATION OF KNOWLEDGE AND IDEAS		
RI 2.9	**Standard:** Compare and contrast the most important points presented by two texts on the same topic.	**Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Skills/Concept:

- Analyze texts
- Identify the points the author is making
- Identify the key details presented
- Describe the similarities of both texts
- Describe the differences between both texts
- State the biggest difference between the two texts
- State which piece of text you like best and explain why

Academic Vocabulary/Cognates:

- compare
- contrast
- illustrations
- key details
- text
- similarities
- differences
- comparer
- contraste
- illustraciones
- detalles clave
- texto
- similitudes
- diferencias

Enduring Understanding:	Essential Question:
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse forms.	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?

Suggested Learning Targets:

- ✓ I can identify the most important points found in two texts on the same topic. (K)
- ✓ I can compare (find similarities) the most important points found in two texts on the same topic. (R)
- ✓ I can contrast (find differences) the most important points found in two texts on the same topic. (R)

Questions Stems:

- What is the text about?
- What are the key details?
- Read both texts. What is the difference between them? (contrast)
- How are the two pieces a like? (compare)
- Can you fill in the Thinking Map showing the similarities and differences between the two texts?
- How were the illustrations used in both books?
- What did the illustration in the books tell you?
- Can you tell your partner what is the same/different about what you are reading?

Teaching Notes and Strategies:

SBAC Claim # 1: Read Closely & Critically

Before and After:

RI 1.9:	RI 3.9:
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast the most important points and key details presented in two texts on the same topic.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
RI 2.10	**Standard:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Anchor:** Read and comprehend complex literary and informational texts independently and proficiently.

Essential Skills/Concept:

- Experience reading grade level science textbooks
- Experience reading grade level history/social science textbooks
- Read informational texts independently and proficiently
- Know how to use text features to help comprehend informational text
- Know how to self-monitor for understanding

Academic Vocabulary/Cognates:

• illustrations	• illustraciones
• graphics	• gráficos
• text	• texto
• textual features	• características textuales
• author	• autor
• informational text	• texto informativo
• self-monitoring	

Enduring Understanding:	Essential Question:
Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets:

- ✓ I can closely read complex grade level texts. (S)
- ✓ I can reread text to find more information or clarify ideas. (S)
- ✓ I can use reading strategies (e.g. ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text. (S)

Questions Stems:

- Do you have any questions about what you are reading?
- If you don't understand, who can you ask to help you?
- Did you use the illustrations/graphics to help you understand?
- Point to a textual feature – Why do you think the author included it?
- What graphics help you the most?
- How is the informational text different from _____?
- You might want to read this book about _____. It has a lot of useful information.

Teaching Notes and Strategies:

Before and After:

RI 1.10: With prompting and support, read informational texts appropriately complex for grade 1. a. Activate prior knowledge related to the information and events in texts. b. Confirm predictions about what will happen next in text.	**RI 3.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

PHONICS AND WORD RECOGNITION

RF 2.3	**Standard:** Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text**. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	**Anchor:** *(Not applicable to Foundational Skills)*

Essential Skills/Concept:

- Understand that meaningful chunks can be added to words to change their meaning.
- Understand that prefixes are added to the beginning of the word
- Know the meaning of common prefixes such as re-; un-; dis-; etc.
- Understand that suffixes are added to the ending of a word.
- Recognize the derivational suffixes, ly-; -ish; -hood;-ful; ness; ment; etc, and how they change the meaning of a word.
- Recognize common Latin suffixes, such as –ment; -ation, -ly; -able/ible; etc.
- Recognize and use common syllable patterns such as doubles, to help decode multi-syllabic words.
- Know and read fluently regularly spelled words.

Academic Vocabulary/Cognates:

- evidence
- suffixes
- prefixes
- multi-syllable
- appropriate
- irregular
- sufijos
- prefijos
- multi-sílaba
- apropiado
- irregular

Enduring Understanding:	**Essential Question:**
Word analysis and decoding skills are foundational for success as a reader.	How do sounds and letters create words? When a word doesn't make sense, what can I do?

Suggested Learning Targets:

- ✓ I can identify the most common short-vowel pattern (CVC). (K)
- ✓ I can identify the most common long-vowel patterns (CVCE and VCE). (K)
- ✓ I can distinguish between words with short vowel and long vowel patterns. (R)
- ✓ I can identify common vowel teams (e.g. *ea, oi, oo*). (K)
- ✓ I can say the individual sounds a vowel team creates. (S)
- ✓ I can identify 2-syllable words. (K)
- ✓ I can decode 2-syllable words with long vowels. (S)
- ✓ I can identify words with common prefixes and suffixes. (K)
- ✓ I can decode words by breaking them into units of meaning (e.g. un+happy=unhappy). (S)
- ✓ I can identify words with similar patterns that create different sounds (e.g. *bead/head, doll/roll, hint/pint*). (K)
- ✓ I can recognize irregularly spelled words (rule breakers). (K)
- ✓ I can read irregularly spelled words without having to sound them out. (S)

Questions Stems:

- Are there any chunks you know that can help you figure out what this word means?
- Does the word have suffixes or prefixes you know?
- How many parts do you hear in that word?
- Are there any patterns you can use to help you write that word?

Teaching Notes and Strategies:

Before and After:

RF 1.3: Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
a. Know the spelling-sound correspondences for common consonant digraphs.
b. Decode regularly spelled one-syllable words.
c. Know final –e and common vowel team conventions for representing long vowel sounds.
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
e. Decode two-syllable words following basic patterns by breaking the words into syllables.
f. Read words with inflectional endings.
g. Recognize and read grade-appropriate irregularly spelled words.

RF 3.3: Know and apply grade-level phonics and word analysis skills in decoding words
a. Identify and know the meaning of the most common prefixes and derivational suffixes **both in isolation and in text.**
b .Decode words with common Latin suffixes.
c. Decode multi-syllable words.
d. Read grade-appropriate irregularly spelled words.

FLUENCY

RF 2.4	**Standard:** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.	**Anchor:** *(Not applicable to Foundational Skills)*

Essential Skills/Concept:

- Set a purpose for reading
- Use expression when reading
- Use strategies for self-correction
- Skim text to check for understanding
- Scan text to confirm understanding
- Re-read for fluency and comprehension
- Self-monitor for understanding

Academic Vocabulary/Cognates:

- selection
- strategies
- paragraph
- fluently
- expression
- skimming
- scanning
- self-monitor
- selección
- estrategias
- párrafo
- fluidez
- expresión

Enduring Understanding:	**Essential Question:**
Fluent readers accurately process print with expression at an appropriate rate.	What do good readers do? Why does fluency matter?

Suggested Learning Targets:

- ✓ I can read second grade text fluently and show comprehension through voice, timing, and expression. (S)
- ✓ I can recognize when a word I have read does not make sense within the text. (K)
- ✓ I can self-correct misread or misunderstood words using context clues. (S)
- ✓ I can reread with corrections when necessary. (S)
- ✓ I can read fluently (easy, smooth, and automatic). (S)

Questions Stems:

- Why did you choose this selection?
- What can you do when the story/text doesn't make sense?
- What strategies can you use when you don't understand the text?
- Can you read this paragraph fluently and with expression?
- Why is it important to scan the page?
- Did you skim the page looking for information?
- When you self-monitor, you _____.
- What does it mean to read fluently?
- Did you re-read the part you didn't understand?

Teaching Notes and Strategies:

Before and After:

RF 1.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.	**RF 3.4:** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

TEXT TYPES AND PURPOSES		
W 2.1	**Standard:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also), to connect opinion and reasons, and provide a concluding statement or section.	**Anchor:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills/Concept:

- Understand the concept of having an opinion
- Ability to express orally an opinion such as like or dislike of a chosen book or story. Support that opinion with a reason.
- Ability to write a brief opinion piece about a book or story. Provide a reason for that opinion.
- Know common organizational structures such as cause/effect, chronological/sequential order; problem/solution
- Know what linking words are and how to use them when moving from one reason to another
- Know that conclusions should restate or sum up the writing.

Academic Vocabulary/Cognates:

- argument
- support claims
- substantive topics
- valid reason
- razón válida
- evidence

Enduring Understanding:

Writing should be properly focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

Essential Question:

What do good writers do?
What is my purpose and how do I develop it?

Suggested Learning Targets:

- ✓ I can identify my opinion on a topic or a book. (K)
- ✓ I can support my opinion with reasons. (S)
- ✓ I can link my opinions and reasons with connecting words. (S)
- ✓ I can write an opinion piece with an introduction, supporting reasons, and a concluding statement/section. (P)

Questions Stems:

- Who is your audience?
- What is your purpose for writing?
- From what point of view will you be writing?
- Did you completely explain your opinion of topic or argument in my paper?
- Does the reader know your opinion?
- How did you support your opinion with details?
- Did you include transitional or linking words?
- Did your opinion end with a strong conclusion?
- Does your conclusion sum up or restate your opinion or purpose?
- What linking words could you use to help your reader follow your thinking?

Teaching Notes and Strategies:

See Appendix C:
Owl Moon* page 15 – 16

SBAC Claim # 2: Write Effectively

Before and After:

W 1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W 3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
b. Provide reasons that support the opinion.
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
d. Provide concluding statement or section.

TEXT TYPES AND PURPOSES		
W 2.2	**Standard:** Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	**Anchor:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Skills/Concept:

- Know the difference between writing text to inform or explain
- Know how to write a topic sentence
- Know how to group related information together
- Understand the importance of including illustrations
- Use fact, definitions, and details to develop topic
- Use linking words and phrases to connect ideas
- Know how to conclude by using a statement or explanation

Academic Vocabulary/Cognates:

• topic	• tema
• inform	• informar
• explain	• explicar
• topic sentence	
• examples	• ejemplos
• definitions	• definiciones
• details	• detalles
• quote	• cotización

Enduring Understanding:

Writing should be properly focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

Essential Question:

What do good writers do?
What is my purpose and how do I develop it?

Suggested Learning Targets:

- ✓ I can select a topic and identify information (e.g. facts and definitions) to share. (S)
- ✓ I can use facts and definitions to share points and ideas about my topic. (S)
- ✓ I can present my information in writing and provide a concluding statement or section. (P)

Questions Stems:

- Are you writing to inform or explain?
- What is your topic?
- Did you begin your writing with a topic sentence?
- What example, definitions, and details will you use to explain your topic?
- Talk to a partner about your topic. Can you get a quote from your partner for your writing?
- Why did you choose this topic?
- What details will you use to explain your topic?
- What examples would help you explain your topic?
- Can you use a quote? Why would this be important?
- Where can you find more information about your topic?

Teaching Notes and Strategies:

SBAC Claim # 2:
Write Effectively

Before and After:

W 1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W 3.2: Write informative / explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
b. Develop the topic with facts, definitions, and details.
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
d. Provide a concluding statement or section.

TEXT TYPES AND PURPOSES		
W 2.3	**Standard:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	**Anchor:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Essential Skills/Concept:
- Know that a narrative tells a story
- Understand who is telling the story
- Know how to move from one event to another
- Use the character's words to help explain what is happening in the story
- Understand how using time words moves the story forward
- Recognize temporal words
- Understand story elements
- Understand dialoguing

Academic Vocabulary/Cognates:
- setting
- major/minor character
- problem — problema
- details — detalles
- descriptive words
- information — información
- events
- experience — experiencia

Enduring Understanding:
Writing should be properly focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

Essential Question:
What do good writers do?
What is my purpose and how do I develop it?

Suggested Learning Targets:
- ✓ I can place story events in the correct order. (S)
- ✓ I can write my own story with the events placed in the correct order. (P)
- ✓ I can describe actions, thoughts, and feelings in my story. (R)
- ✓ I can use words to show changes in time (e.g. before, after, during). (S)
- ✓ I can create an ending for my story. (P)

Questions Stems:
- Who is your story about?
- Where does your story take place? (Setting)
- Why was this setting important to your story?
- Did you use words like earlier, later, soon, to show how time is changing in the story?
- What problem will the main character face?
- Does the problem change the character's acts or thoughts?
- Have you used details that will help your readers see and know the characters?
- What events will lead up to your conclusion?
- Where can you add more descriptive words and information to make your story more exciting?

Teaching Notes and Strategies:

See Appendix C: My First Tooth* page 17

SBAC Claim # 2: Write Effectively

Before and After:

W 1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W 3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
c. Use temporal words and phrases to signal event order. Provide a sense of closure.

PRODUCTION AND DISTRIBUTION OF WRITING		
W 2.4	**Standard: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)**	**Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Skills/Concept:

- Know how to write in a sequential manner
- Understand why you are writing
- Understand who you are writing for
- Understand the writing types (e.g., opinion, informative, narrative)
- Understand writing purposes such as cause/effect, writing to persuade, inform, entertain
- Recognize and use organizational structures such as chronological order, cause and effect, etc.

Academic Vocabulary/Cognates:

• organize	• organizar
• purpose	• propósito
• audience	
• chronological order	• orden cronológico
• sequential order	• orden secuencial
• cause/effect	• cause / efecto
• develop	
• persuade	• persuader
• entertain	• entretener
• inform	• informar

Enduring Understanding:	Essential Question:
Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Writing clearly: What makes a difference? Final product: What does it take?

Suggested Learning Targets:

✓

Questions Stems:

- What is your purpose for writing this piece?
- Who will be reading your writing?
- Who is your audience?
- How will you organize your writing?
- What information will you need to add to help your reader understand?
- Where can you add more information to help the reader understand?

Teaching Notes and Strategies:

SBAC Claim # 2: Write Effectively

Before and After:	
	W 3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.)

PRODUCTION AND DISTRIBUTION OF WRITING		
W 2.5	**Standard:** With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.	**Anchor:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Essential Skills/Concept:

- Organize thoughts and ideas
- Use brainstorming, webs, clusters to help generate ideas before writing
- Seek guidance from peers to help add language and ideas to writing
- Understand and use grammar and spelling conventions
- Edit for word usage and word choice to help strengthen details
- Revise sentences and/or paragraphs for clarity

Academic Vocabulary/Cognates:

- develop
- plan
- organize
- purpose
- editing
- revising
- proofreading
- feedback
- desarrollar
- plan
- organizer
- propósito
- editar
- revisar

Enduring Understanding:

Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.

Essential Question:

Writing clearly: What makes a difference?
Final product: What does it take?

Suggested Learning Targets:

- ✓ I can recognize that a good piece of writing requires more than one draft. (K)
- ✓ I can revise my writing (e.g. reading aloud, checking for misunderstandings, adding and deleting details) with the help of others. (S)
- ✓ I can edit my writing by checking for errors in capitalization, punctuation, spelling, etc. (S)
- ✓ I can prepare a new draft with changes that strengthen my writing. (S)

Questions Stems:

- What will you use to help you organize your ideas?
- Can you create a graphic organizer/thinking map to help you sequence your ideas and events?
- Can you share with your partner what you plan to write?
- Does your partner have ideas that you can use?
- Have you completed your first draft?
- Can you re-write this so that the ideas/details are clearer?
- Is there a better way you could write your beginning?
- What is your topic sentence?
- Have you asked your partner to give you feedback about what you have written so far?
- Have you used your editing/proofreading checklist to help you make any changes?

Teaching Notes and Strategies:

Before and After:

W 1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W 3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)

PRODUCTION AND DISTRIBUTION OF WRITING		
W 2.6	**Standard:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**Anchor:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Essential Skills/Concept:

- Have basic keyboarding skills
- Know how to use the following toolbar functions:
  - bold
  - underline
  - font style
  - font size
  - set margins
  - page orientation
- Have a system for saving and storing work until it is ready for publishing
- Know and use Internet tools such as search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check
- Use programs such as Word, PowerPoint, and Publisher
- Know and use print commands
- Know how to work together

Academic Vocabulary/Cognates:

- technology
- digital
- word processing
- copy and paste
- PowerPoint
- Google
- search engine
- toolbar
- spellchecker
- tecnología
- digital
- procesamiento de textos
- copiar y pegar

Enduring Understanding:	Essential Question:
Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Writing clearly: What makes a difference? Final product: What does it take?

Suggested Learning Targets:

- ✓ I can identify digital tools (e.g. Word, Publisher, PowerPoint) that will help me produce and publish my writing. (K)
- ✓ I can use digital tools to produce and publish my writing. (S)
- ✓ I can use digital tools to produce collaborate and work with others. (S)

Questions Stems:

- Have you and your group decided what you will write about?
- How will you divide the work so that you all contribute to the project?
- Where will you save your work until you are ready to print?
- What program will you use to publish your work? Word? PowerPoint? etc.
- What online resources can you use to help write your paper?

Teaching Notes and Strategies:

Before and After:

W 1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**W 3.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
W 2.7	**Standard:** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	**Anchor:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Essential Skills/Concept:

- Know how to select a topic that can be researched
- Understand how to use reference materials such as encyclopedias, atlas, search engines or databases
- Understand how to use keywords for searching a topic
- Understand how to summarize information
- Know how to use graphic organizers or Thinking Maps logically to move through the research project
- Understand organizational structures that are used when writing a research report
- Know how to cite sources

Academic Vocabulary/Cognates:

• topic	• tema
• sources	
• information	• información
• key words	
• online	
• credit	• crédito
• cite	• citar
• bibliography	• bibliografia
• citation page	• página de citaciones

Enduring Understanding:	Essential Question:
Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	What do good researchers do? "Cut and Paste": What is the problem?

Suggested Learning Targets:

- ✓ I can define research and explain how it is different from other types of writing. (R)
- ✓ I can research a topic with others. (S)
- ✓ I can work with others to write about a research topic. (P)

Questions Stems:

- What is the topic of your report?
- Can you narrow your topic?
- What sources will you use to find information?
- What key words can you use to find your topic online?
- Where can you go to find more information?
- How will you give your sources credit?
- What is the page called where you will list your sources?
- How will your group divide the work?

Teaching Notes and Strategies:

Conduct Research

Before and After:

W 1.7: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	**W 3.7:** Conduct short research projects that build knowledge about a topic.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
W 2.8	**Standard:** Recall information from experiences or gather information from provided sources to answer a question.	**Anchor:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Essential Skills/Concept:

- Know how to use search engines such as Goggle, Bing, etc.
- Know how to use the library to locate print resources such as encyclopedias, magazine, and books
- Understand how to summarize information
- Know how to organize information
- Understand how to sort information by categories
- Understand how to use note-taking strategies, such as use of index cards, notebooks, graphic organizers, or Thinking Maps

Academic Vocabulary/Cognates:

- sources
- list — lista
- bibliography — bibliografía
- citation page
- cite — citar
- note-taking
- paraphrase — parafrasear
- internet search
- library sources

Enduring Understanding:

Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.

Essential Question:

What do good researchers do?
"Cut and Paste": What is the problem?

Suggested Learning Targets:

✓ I can answer questions using information recalled or gathered. (S)

Questions Stems:

- What sources did you use to find your information?
- What sources did you find on an internet search?
- What sources did you find in a library search?
- How can you paraphrase this sentence?
- Can you write this sentence using your own words?
- Is this information important to your research?
- Can you use an organizer to help you group your ideas?

Teaching Notes and Strategies:

SBAC Claim # 2: Write Effectively

SBAC Claim # 4: Conduct Research

Before and After:

W 1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**W 3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
W 2.9	**Standard:** (Begins in grade 4)	**Anchor:** Draw evidence from literary or informational sources to support analysis, reflection, and research.
Essential Skills/Concept: •		**Academic Vocabulary/Cognates:**
Enduring Understanding:		**Essential Question:**
Suggested Learning Targets:		
Questions Stems:		**Teaching Notes and Strategies:** **SBAC Claim # 2:** Write Effectively **SBAC Claim # 4:** Conduct Research
Before and After:		
W 1.9:	**W 3.9:**	

RANGE OF WRITING		
W 2.10	**Standard: 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.**	**Anchor:** 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 tasks, purposes, and audiences.

Essential Skills/Concept:

- Select appropriate writing topics
- Organize thoughts to focus on a topic
- Recognize the purpose for writing
- Know your audience
- Know how to research a topic using various sources
- Know how to conclude different types of writings
- Know that a research paper has an introduction, body, and conclusion
- Know that for writing a research project you must include and cite various sources

Academic Vocabulary/Cognates:

- research
- report
- narrative
- reflection
- revise
- proofread
- edit
- audience
- proofreading
- checklist

- reportaje
- narración
- reflexión
- revisar
- editar
- lista

Enduring Understanding:

Essential Question:

Suggested Learning Targets:

✓

Questions Stems:

- Write about . . . . . .
- You will have _____ minutes to write about . . . .
- What will you do to plan your writing?
- Use your proofreading checklist when you are editing and revising.
- Re-read your writing or ask a partner to read it to see if there are additions you need to make.
- As you plan your paper think about whom your audience is and why you are writing.
- How is writing a report different from writing a narrative?

Teaching Notes and Strategies:

Before and After:

W 1.10:	**W 3.10:** 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.

COMPREHENSION AND COLLABORATION		
SL 2.1	**Standard:** Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	**Anchor:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Essential Skills/Concept:

- Teacher models and instructs active listening and staying on topic.
- Teacher models and instructs small and large group discussion.
- Students will follow teacher directed rules for discussion.
- Teacher models and instructs how to appropriately respond to group discussion.
- Students will ask clarifying questions to elaborate on 2nd grade topics and/or text.
- Know how to contribute to a conversation or discussion
- Be aware of topics/texts that are being discussed.
- Know how to respond to the ideas of others in the group.
- Use acceptable structures for building on the ideas of other side as of others
- Know how to express ideas that are similar or different from those already expressed.

Academic Vocabulary/Cognates:

• collaboration	• colaboración
• conversation	• conversación
• discussion	• discussion
• comments	• commentarios

Enduring Understanding:	**Essential Question:**
Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	What makes collaboration meaningful? Making meaning from a variety of sources: What will help?

Suggested Learning Targets:

- ✓ I can identify and follow agreed-upon rules for discussion. (P)
- ✓ I can make connections between comments of others. (S)
- ✓ I can ask questions when I do not understand. (S)

Questions Stems:

- Do you agree with your partner regarding the text? Why or why not? Please explain.
- Can you elaborate on your partners' comment? Please express your opinion.
- Is there anything you can add to your partner's comment?
- When given a prompt, students will use established rules for group discussion.
- When you work in your groups remember to follow the rules for listening and speaking.
- I didn't understand can you repeat that?

Teaching Notes and Strategies:

SBAC Claim # 3: Employ effective speaking and listening skills

SBAC Claim # 5: Use oral and written language skillfully

Before and After:

SL 1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
c. Ask questions to clear up confusion about the topics and texts under discussion.

SL 3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
d. Explain their own ideas and understanding in light of the discussion.

COMPREHENSION AND COLLABORATION

SL 2.2	**Standard:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**Anchor:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Essential Skills/Concept:

- Recognize the main ideas presented in text
- Recognize supporting details
- Understand visual, oral, and digital informational formats
- Recognize what information is being conveyed through diverse media, such as graphs, videos, and digital resources

Academic Vocabulary/Cognates:

• oral	
• video	• media los medios de comunicación
	• vídeo
• graphs	• gráficas
• graphics	• gráficos
• charts	
• main idea	• idea principal
• supporting ideas	
• summarize	• resumir

Enduring Understanding:	**Essential Question:**
Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	What makes collaboration meaningful? Making meaning from a variety of sources: What will help?

Suggested Learning Targets:

- ✓ I can identify and follow the agreed upon rules for discussion.
- ✓ I can make connections between the comments of others.
- ✓ I can ask questions when I do not understand.

Questions Stems:

- What was the main idea of the video; can you discuss with your partner?
- How did you decide this was the main idea?
- Using your own words, summarize the video with your partner.
- Can you explain this graph?
- This chart explains _____?
- Why is information put into charts or graphs?
- Can you think of any other information that could be graphed or charted?
- Can you describe the steps you followed?

Teaching Notes and Strategies:

SBAC Claim # 3: Employ effective speaking and listening skills

SBAC Claim # 5: Use oral and written language skillfully

Before and After:

SL 1.2:	**SL 3.2:**
Ask and answer questions about key details in a text read aloud or information presented orally or through other media. a. Give, restate, and follow simple two-step directions.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

COMPREHENSION AND COLLABORATION		
SL 2.3	**Standard:** 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.	**Anchor:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Essential Skills/Concept:

- Understand what is being said
- Ask important questions
- Answer important questions
- Ask for more information
- Know the point at which they become confused.
- Realize that additional information is needed for understanding

Academic Vocabulary/Cognates:

- speaker
- information
- important
- understand
- describe
- detail
- información
- importante
- describir
- detalle

Enduring Understanding:	Essential Question:
Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	What makes collaboration meaningful? Making meaning from a variety of sources: What will help?

Suggested Learning Targets:

- ✓ I can ask questions about a presentation when I do not understand or need more information. (S)
- ✓ I can ask questions about a speaker's presentation. (K)

Questions Stems:

- What did the speaker say?
- What was the most important part that you heard? What would you say if you didn't understand the speaker?
- What would be one question that you could ask so you could find out more information?
- What was the most important detail?
- I didn't understand can you share some examples?
- Can you say that in a different way?

Teaching Notes and Strategies:

SBAC Claim # 3: Employ effective speaking and listening skills

SBAC Claim # 5: Use oral and written language skillfully

Before and After:

SL 1.3:	SL 3.3:
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

PRESENTATION OF KNOWLEDGE AND IDEAS		
SL 2.4	**Standard:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.**	**Anchor:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Essential Skills/Concept:	**Academic Vocabulary/Cognates:**
• Understand strategies for organizing a presentation such as brainstorming, the use of graphic organizer, or Thinking Maps • Understand organizational structure for presentation such a chronologically, problem/solution, cause and effect, before and after • Know that stories are organized with a beginning, a middle, and an end • Understand that texts or presentation usually have theme • Know that reports have an introduction, body with supporting details, and a conclusion • Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact	• theme • tema • pace • descriptive • relate • recount • recall • relevant

Enduring Understanding:	**Essential Question:**
Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	What makes a presentation "great"? "What I say" versus "How I say it", does it really matter?

Suggested Learning Targets:

✓ I can tell a story or share an experience with facts and relevant (appropriate) , descriptive details. (S)
✓ I can tell a story or share an experience using complete sentences and speaking in a clear voice (one that my audience can understand). (S)

Questions Stems:	**Teaching Notes and Strategies:**
• What is the theme of your report or presentation? • Did you write or present facts that were relevant? • What descriptive words or language did you use? • When you related the events, did they have a beginning, a middle, and an end? • Does the order of your presentation make sense?	**SBAC Claim # 3:** Employ effective speaking and listening skills

Before and After:

SL 1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **a. Memorize and recite poems, rhymes, and songs with expression.**	**SL 3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.**

PRESENTATION OF KNOWLEDGE AND IDEAS		
SL 2.5	**Standard:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	**Anchor:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Essential Skills/Concept:

- Understand how to use audio equipment
- Understand voice, pitch, and inflection
- Create visual displays such as legends, charts, graphs, and display boards
- Select stories or poems for recording

Academic Vocabulary/Cognates:

• presentation	• presentación
• display	
• visual	• visual
• theme	• tema
• enhance	
• emphasizing	• enfatizando

Enduring Understanding:

Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.

Essential Question:

What makes a presentation "great"?
"What I say" versus "How I say it", does it really matter?

Suggested Learning Targets:

- ✓ I can read aloud stories and poems and use my voice to make them come to life (e.g., adjust the volume of my voice, make exclamations, change the pace). (S)
- ✓ I can speak clearly and at an understandable pace (speed) when creating audio recordings of stories or poems. (S)
- ✓ I can add drawings or visual displays (e.g., Illustrations, graphs, photos) to make my ideas, thoughts, and feelings clear. (P)

Questions Stems:

- What is the theme of your presentation?
- What visuals will you use to enhance your presentation?
- Have you practiced your reading emphasizing important words or points?
- How is your pacing?
- At what time in your presentation will you show your visuals?
- Do your visuals support your presentation theme?
- Have you chosen a book/poem to record? How did you decide?

Teaching Notes and Strategies:

SBAC Claim # 3: Employ effective speaking and listening skills

Before and After:

SL 1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL 3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

PRESENTATION OF KNOWLEDGE AND IDEAS		
SL 2.6	**Standard:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	**Anchor:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Skills/Concept:

- Understand different levels of speech styles
- Recognize when formal or informal English is appropriate
- Understand that talking with friends is informal speech
- Use academic, content specific vocabulary when presenting formally
- Use complete sentences in formal presentations
- Know that when constructing a formal response, Standard English grammar and language convention must be used

Academic Vocabulary/Cognates:

- audience
- formal English
- informal English
- presentation
- respond
- specific vocabulary
- inglés formal
- inglés informal
- presentación
- responder
- vocabulario especifico

Enduring Understanding:	Essential Question:
Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	What makes a presentation "great"? "What I say" versus "How I say it", does it really matter?

Suggested Learning Targets:

✓ I can recognize a complete sentence (a group of words that express a complete thought). (K)
✓ I can speak using complete sentences when asked to provide details or clarification. (S)

Questions Stems:

- Don't forget to use a complete sentence.
- Who is your audience?
- Would you use formal or informal English with this audience?
- Why would you use formal English?
- Why would you use informal English?
- What type of language do you use when talking with friends?
- What type of language do you use when giving a presentation?
- What is the specific vocabulary that relates to your topic?
- When will you use this specific vocabulary?

Teaching Notes and Strategies:

SBAC Claim # 3: Employ effective speaking and listening skills

Before and After:

SL 1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations)	**SL 3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CONVENTIONS OF STANDARD ENGLISH

L 2.1	**Standard:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. **Create readable documents with legible print.** b. Use collective nouns (e.g., group). c. Form and use frequently occurring irregular plural nouns (e.g., feet children, teeth, mice, fish). d. Use reflexive pronouns (e.g., myself, ourselves). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f. Use adjectives and adverbs, and choose between them depending on what is to be modified. g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	**Anchor:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Essential Skills/Concept:

- Know how to print legibly
- Understand that there are special words used to define a collection of objects people or things (group, herd, school, etc)
- Know how regular plurals are formed
- Distinguish between a regular and irregular plural
- Know that the subjects and predicates in a sentence can be moved and still make sense.

Academic Vocabulary/Cognates:

- legible
- collective noun
- irregular verbs
- pronouns
- adjectives
- produce
- simple sentence
- compound sentence
- past tense
- verbos irregulares
- pronombres
- adjectivos
- producer
- tiempo pasado

Enduring Understanding:	**Essential Question:**
Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Why do the rules of language matter? Communicating clearly: What does it take?

Suggested Learning Targets:

- ✓ I can define collective nouns (a singular noun that refers to a group of people or things) and use them correctly. (S)
- ✓ I can identify irregular plural nouns (nouns that do not add *–s* to form the plural) and use them correctly. (S)

Questions Stems:

- Listen as I read what you wrote. Did that sound right?
- Read what you wrote slowly? Did you write what you just said?
- Is there another word that would be specific?
- How might you write the plural of that word?
- Can you add adjectives to your sentence?
- Can you tell where the action happened?

Teaching Notes and Strategies:

SBAC Claim # 2: Write effectively

Before and After:

L 1.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
a. Print all upper- and lowercase letters.
b. Use common, proper, and possessive nouns.
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, they, them, their; anyone, everything).
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)
f. Use frequently occurring adjectives.
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
h. Use determiners (e.g., articles, demonstratives).
i. Use frequently occurring prepositions (e.g., during, beyond, toward).
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L 3.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
a. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.
b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
c. **Use reciprocal pronouns correctly.**
d. Form and use regular and irregular plural nouns.
e. Use abstract nouns (e.g., childhood)
f. Form and use regular and irregular verbs.
g. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
h. Ensure subject-verb and pronoun antecedent agreement.*
i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
j. Use coordinating and subordinating conjunctions.
k. Produce simple, compound, and complex sentences.

CONVENTIONS OF STANDARD ENGLISH

L 2.2	**Standard:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**Anchor:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Skills/Concept:

- Know the common holidays
- Understand that product names are words like Nike, Xerox, Hersey, etc.
- Know that names of countries, cities, states, lakes and mountains need a capital
- Understand greetings are and form for ending a letter
- Understand that an apostrophe replaces missing letters.
- Use spelling patterns, word roots, affixes, syllable construction
- Use dictionaries or digital media to look for the correct spelling of a word

Academic Vocabulary/Cognates:

- capital
- holidays
- product names
- apostrophe
- contractions
- greeting
- letter
- spelling patterns
- nombres de productos
- apóstrofo
- contractions

Enduring Understanding:	**Essential Question:**
Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Why do the rules of language matter? Communicating clearly: What does it take?

Suggested Learning Targets:

✓

Questions Stems:

- What words in this sentence should be capitalized?
- Remember to capitalize the name of a place.
- What punctuation do you need to show something belongs to someone?
- When you combine two words to make a contraction you need to add an apostrophe.
- What can you use to help you check your spelling?

Teaching Notes and Strategies:

SBAC Claim # 2: Write effectively

Before and After:

L 1.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L 3.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

CONVENTIONS OF STANDARD ENGLISH		
L 2.3	**Standard:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	**Anchor:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Essential Skills/Concept:

- Understand basic punctuation rules
- Understand basic capitalization rules
- Understand basic grammar rules
- Recognize that words have differences or shades of meaning
- Know that punctuation like commas, exclamation, and question marks can be used for effect
- Distinguish between situations that call for formal English and those where informal English is appropriate

Academic Vocabulary/Cognates:

• purpose	• propósito
• presentation	• presentación
• audience	
• tone	• tono
• style	• estilo
• punctuation	• puntuacion
• grammar	• gramática
• precise	• preciso
• thesaurus	• tesauro
• quote	• cotización
• speech	

Enduring Understanding:

Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.

Essential Question:

How does situation affect meaning? How does author's choice impact an audience?

Suggested Learning Targets:

- ✓ I can recognize and explain how formal English (e.g., written language) differs from informal English (e.g., spoken language). (R)
- ✓ I can use formal and informal English when appropriate. (S)

Questions Stems:

- Have you determined the purpose for your speech/writing/presentation?
- Who will be your audience?
- Is the tone or style appropriate to your audience?
- Have you followed the rules of punctuation and grammar?
- Did you practice your presentation with your group and did they provide you with feedback?
- In your group, did you talk about using precise language to convey your ideas?
- Did you use a thesaurus to locate other ways to say _____?
- Did you use quotes, questions, or exclamations to add to importance to your writing/presentation?

Teaching Notes and Strategies:

SBAC Claim # 5: Use oral and written language skillfully

Before and After:

L 3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose words and phrases for effect.
b. Recognize and observe differences between the conventions of spoken and written standard English.

VOCABULARY ACQUISITION AND USE

L 2.4	**Standard:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas.**	**Anchor:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Essential Skills/Concept:

- Understand context clues help provide clues to word or phrase meaning
- Identify the most common prefixes and roots
- Know how to use a textbook glossary
- Use a print or digital dictionary to locate definitions of key words or phrases
- Understand that sometimes two words can be combined to make a new word.

Academic Vocabulary/Cognates:

- multiple meaning
- precise
- preciso
- definition
- definición

Enduring Understanding:	**Essential Question:**
Effective readers, writers, and listeners use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?

Suggested Learning Targets:

- ✓ I can determine the meaning of unknown words using context clues (e.g., definitions, examples, restatements) in a sentence. (R)
- ✓ I can recognize and define common prefixes (e.g., *un-, dis-, re-).* (K)
- ✓ I can break down unknown words into units of meaning (prefix, root) to determine definitions. (R)
- ✓ I can recognize compound words (words composed of two or more words) and predict the meaning using the individual words. (R)
- ✓ I can determine the meaning of an unknown word by using glossaries and beginning dictionaries. (S)

Questions Stems:

- What strategies have you used to help you figure out what this word means?
- Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word?
- Have you read the sentences around the word to help you determine what the word means?
- Can you go online and search for the meaning of the word?
- There are two words you know in this word. Can you use them to help you understand what the word means?

Teaching Notes and Strategies:

SBAC Claim # 5: Use oral and written language skillfully

Before and After:

L 1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Use frequently occurring affixes as a clue to the meaning of a word.
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L 3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable /disagreeable, comfortable /uncomfortable, care/careless, heat/preheat).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

VOCABULARY ACQUISITION AND USE		
L 2.5	**Standard:** Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	**Anchor:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Skills/Concept:
- Understand literal and non-literal meanings
- Understand that words have shades or degrees of meaning
- Understand the connections between words and their use
- Understand shades of meaning as it relates to state of mind or degrees of certainty

Academic Vocabulary/Cognates:
- shades of meaning
- literal meaning
- adjectives / adjectivos
- adverbs / adverbios
- real life- connections
- context / contexto
- specific / específico

Enduring Understanding:	**Essential Question:**
Effective readers, writers, and listeners use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?

Suggested Learning Targets:
- ✓ I can make a real-life connection (text to self) to words I hear and read. (S)
- ✓ I can recognize verbs and adjectives that have similar meanings and choose the one that best fits the action or description. (S)

Questions Stems:
- Where do you think the word _*quickly*_ comes from?
- What is the author telling us when he used the word _*spicy*_ ?
- In what other context could this word be used?
- Without changing the meaning, what word could you add to make the sentence stronger?
- What word would best describe this character?
- What is the literal meaning of this sentence?
- What real-life connection can you make?
- Which word is the best to use so that we can really show what this is like?
- Let's make a list from ____ to ____ so that we can decide which word is best to use (Gradient Scale e.g., hot to cold; slow to fast; walk to run)

Teaching Notes and Strategies:

SBAC Claim # 5: Use oral and written language skillfully

Before and After:

L 1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L 3.5: Demonstrate understanding of word relationships and nuances in word meanings.
- a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

VOCABULARY ACQUISITION AND USE		
L 2.6	**Standard:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	**Anchor:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Essential Skills/Concept:

- Practice opportunities to hear words used in different contexts
- Acquire and use words that are basic to understanding a concept
- Determine which word best describes an action, emotion, or state of being
- Develop an amount of grade level academic words and phrases
- After hearing or reading a word, the student begins to use it in the spoken and written language

Academic Vocabulary/Cognates:

● academic	● académico
● specific	● específico
● general	● general
● emotions	● emociones
● actions	● acciones
● precise	● preciso
● shades of meaning	

Enduring Understanding:

Effective readers, writers, and listeners use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

Essential Question:

When a word doesn't make sense, what can I do?
How do I use what I know to figure out what I don't know?

Suggested Learning Targets:

- ✓ I can discover new words and phrases through reading, listening, and conversation. (S)
- ✓ I can use my new words and phrases when speaking and writing. (S)
- ✓ I can use adjectives and adverbs (descriptive words) when speaking and writing. (S)

Questions Stems:

- Today our target word is _____. Look for a chance to use this word today.
- As part of your homework, I want you to look for the words that we have been studying.
- Can you think of a better word to use here?
- What would be a more precise word?
- Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- What word would best describe _____?
- Can you restate this sentence using more precise words?
- Can you replace a word in this sentence with another word that is more precise or specific?

Teaching Notes and Strategies:

Before and After:

L 1.1: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	**L 3.1:** Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).