

- 2 S.L.- Speaking & Listening
- 2 L. - Language

ELA Sequence	Standards (Priority)	I can statements...	Examples
S.L. 2.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> 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 the 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. 	<p>I can follow classroom norms for class discussion.</p> <p>I can use speaking sentence frames to participate in class discussion.</p>	<p>Second grade students will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc.).</p>
S.L. 2.2	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>I can verbally retell main ideas and supporting details from information presented to me orally.</p>	<p>Second grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them, in order to clarify or gain more information.</p>
S.L. 2.3	<p>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.</p>	<p>I can ask and answer questions to understand what a speaker says.</p> <p>I can also ask further questions to gather more information about a topic.</p>	

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L 2.2

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).

I can begin special naming words (proper nouns) with capital letters.

I can begin sentences with capital letters.

I can use commas correctly in letters.

I can use commas correctly when including a series of three or more items.

I can use apostrophes correctly when writing contractions and when using possessives.

I can use regular spelling patterns when writing words.

With conventions, students are becoming more adept at end punctuation, expanding their understanding and usage of capitalization, and are beginning to use reference materials.

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ELA Sequence	Standards (Supporting)	I can statements...	Examples
S.L. 2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I can retell and describe a story or event in my own words using complete sentences.	<p>Second grade students should be able to engage in storytelling and report facts and relevant details about an experience. this should be done orally, with some detail, and with clarity of thought and emotions. They should be able to utilize digital media to make audio recordings of stories or poems, and add visual displays to illuminate chosen facts or details. To do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate digital media and visual displays.</p> <p>Students will need to engage in behaviors that lead to the expression of complete ideas both verbally and in writing: turn and talk, small group discussion, computer use, and writing and speaking learning activities. Students will also need a purposeful focus on choice making throughout ELA. For example, second grade students need to be able to choose visual displays that add to and support heir thinking about a topic. Students must be able to articulate their ideas in complete sentences.</p>
S.L. 2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	I can use technology to record myself and add pictures to make a story more clear.	
S.L. 2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	I can speak in complete sentences when I answer questions or give information.	
L 2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a) Use collective nouns (e.g., feet, children, teeth, mice, fish). b) Use reflexive pronouns (e.g., myself, ourselves). c) Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 	<p>I can correctly use collective nouns, common irregular plural nouns, and reflexive pronouns when writing or speaking.</p> <p>I can correctly use the past tense of common irregular verbs when writing or speaking.</p>	<p>Second grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>In this grade, emphasis expands to include irregular nouns and verbs, reflexive pronouns, adverbs, and more complex sentences.</p>

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	<p>d) Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>e) 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).</p>	<p>I can correctly choose and use adjectives and adverbs when writing or speaking.</p> <p>I can create simple and complex sentences when writing or speaking.</p>	
<p>L 2.2 e</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuations, and spelling when writing</p> <p>a) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>I can use reference materials to check for correct spellings.</p>	<p>Second grade students will use what they know about HOW language works when they write, speak, read, and listen.</p> <p>Students at this level will compare writing and speaking that is formal and informal. To do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.</p>
<p>L 2.3</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a) Compare formal and informal uses of English.</p>	<p>I can tell the difference between formal and informal English and use the correct form based on the situation (Mom= Mother).</p>	
<p>L 2.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.</p> <p>a) Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>c) Use a known root word as a clue to the meaning of an unknown</p>	<p>I can use words I know in a sentence as clues to help me find the meaning of unknown words.</p> <p>I can use the meaning of common prefixes to find the meaning of new words including those prefixes.</p> <p>I can use the meaning of base words to find the meaning of unknown words that include those base words.</p> <p>I can use the meaning of base words to find the meaning of a new word with those base words put together.</p>	<p>As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.</p> <p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking, in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p>

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	<p>word with the same root (e.g., addition, additional).</p> <p>d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>I can use reference materials to find the meaning of unfamiliar words.</p>	
<p>L 2.5</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a) Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>I can understand and correctly use verbs and adjectives that mean the same or about the same thing.</p>	<p>Learning words at this stage consists in part of exploring different shades of the same verb (run/sprint) and closely related adjectives, growing vocabulary by using known word parts (prefix, root, or compound part) to acquire unknown words, and developing print and digital reference use (glossary and dictionary).</p>
<p>L 2.6</p>	<p>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).</p>	<p>I can use more descriptive words when I speak and write as I encounter more complex language.</p>	