

**English Language Arts – 2nd Grade  
2018-19**

Essential Standards					
2_R_1 The student will apply the structure of the workshop model.	2_R_2 The student will know and apply grade-level phonics and word analysis skills in decoding words. (2.RF.3.A.j)	2_R_3 The student will read with sufficient accuracy and fluency to support comprehension.	2_R_4 The student will determine the meaning of words and phrases in a text relevant to second grade topics or subject areas.	2_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature.	2_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text.
Learning Targets					
<p><b>2_R_1_A:</b> Explain and demonstrate the work of a reader.</p> <p><b>2_R_1_B:</b> Identify the purpose of the three components within the workshop model: crafting, composing, reflecting.</p> <p><b>2_R_1_C:</b> Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting.</p> <p><b>2_R_1_D:</b> Select a variety of appropriate text based on interest, purpose and reading level and a keep a record of reading.</p> <p><b>2_R_1_E:</b> Understand and demonstrate the procedures and routines during Reader’s Workshop.</p> <p><b>2_R_1_F:</b> Communicate about reading in a variety of ways. (2.R.1.D.b)</p> <p><b>2_R_1_G:</b> Select appropriate personal goals as a reader to monitor progress.</p> <p><b>Independent Text</b>  <b>2_R_1_H:</b> Read independently for multiple purposes over sustained periods of time. (2.R.1.D) (CCSS RL.2.10 RI.2.10)</p>	<p><b>Phonics</b>  <b>2_R_2_A:</b> Decode multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs. (2.RF.3.A.a) (CCSS RF.2.3.a RF.2.3.b)</p> <p><b>2_R_2_B:</b> Distinguish long and short vowels when reading regularly spelled one-syllable words. (2.RF.3.A.b) (CCSS RF.2.3.a)</p> <p><b>2_R_2_C:</b> Decode regularly spelled two-syllable words with long vowels. (2.RF.3.A.c) (CCSS RF.2.3.c)</p> <p><b>2_R_2_D:</b> Decode words with vowel diphthongs. (2.RF.3.A.d) (CCSS RF.2.3.b)</p> <p><b>2_R_2_E:</b> Decode words with vowel digraphs. (2.RF.3.A.e) (CCSS RF.2.3.b)</p> <p><b>2_R_2_F:</b> Decode words with common prefixes and suffixes. (2.RF.3.A.f) (CCSS RF.2.3.d)</p> <p><b>2_R_2_G:</b> Use common syllable patterns to decode words including r-controlled vowels. (2.RF.3.A.h)</p> <p><b>2_R_2_H:</b> Read second grade high-frequency words. (2.RF.3.A.i) (CCSS RF.2.3.f)</p>	<p><b>Fluency</b>  <b>2_R_3_A:</b> Read grade level text orally with accuracy and appropriate rate (2.RF.4.A.a) (CCSS RF.2.4.b)</p> <p><b>2_R_3_B:</b> Recognize and self-correct when word does not make sense within grade level text. (2.RF.4.A.a) (CCSS RF.2.4c)</p>	<p><b>Vocabulary</b>  <b>Develop an understanding of vocabulary by:</b>  <b>2_R_4_A:</b> Use prefixes, root words, and suffixes to determine the meaning of words. (2.R.1.B.a) (CCSS L.2.4.b L.2.4.c)</p> <p><b>2_R_4_B:</b> Use knowledge of the meaning of individual words to determine the meaning of compound words. (2.R.1.B.b) (CCSS L.2.4.d)</p> <p><b>2_R_4_C:</b> Use context to determine the meaning of a new word or multiple-meaning word in text. (2.R.1.B.c) (CCSS L.2.4.a RI.2.4)</p> <p><b>2_R_4_D:</b> Use antonyms and synonyms. (2.R.1.B.d) (CCSS L.K.5.b)</p> <p><b>2_R_4_E:</b> Distinguish meaning among closely related verbs and adjectives. (2.R.1.B.f) (CCSS L.2.5.b)</p> <p><b>2_R_4_F:</b> Recognize that some words have literal and non-literal meanings (2.R.1.B.g) (CCSS L.3.5.a)</p> <p><b>2_R_4_G:</b> Use conversational, general academic, and domain-specific words and phrases. (2.R.1.B.h) (CCSS L.2.6)</p>	<p><b>Comprehension</b>  <b>2_R_5_A:</b> Use text features to make and confirm predictions, or explain why not confirmed. [LITERATURE] (2.R.1.A.a) (CCSS RL.2.7)</p> <p><b>2_R_5_B:</b> Ask and respond to relevant questions to clarify meaning. [LITERATURE] (2.R.1.A.b 2.R.3.B.b) (CCSS RL2.1)</p> <p><b>2_R_5_C:</b> Seek clarification and use information/facts and details about stories and other texts and supporting answers with evidence from text. [LITERATURE] (2.R.1.A.c) (CCSS RL.2.7)</p> <p><b>2_R_5_D:</b> Retell a story’s beginning, middle, and end and determine its central message, lesson, or moral. (2.R.1.A.d) (RL.2.2)</p> <p><b>2_R_5_E:</b> Monitor comprehension and make corrections and adjustments when understanding breaks down. [LITERATURE] (2.R.1.A.e) (RF.2.4.c)</p> <p><b>Making Connections</b>  <b>Explain relevant connections</b></p> <p><b>2_R_5_F:</b> Make and explain text to text connections (text ideas including similarities and differences in information and relationships in fiction. [LITERATURE] (2.R.1.C.a) (CCSS RL.2.9)</p> <p><b>2_R_5_G:</b> Make and explain text to world connections (text ideas to experiences in the world). [LITERATURE] (2.R.1.C.b)</p> <p><b>Reading Fiction</b>  <b>Read, infer, analyze, and draw conclusions to:</b>  <b>2_R_5_H:</b> Describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson. (2.R.2.A.a) (CCSS RL.1.3 RL.2.2)</p> <p><b>2_R_5_I:</b> Describe main characters in works of fiction, including their traits, motivations, and feelings. (2.R.2.A.b) (RL.2.3)</p> <p><b>2_R_5_J:</b> Compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events. (2.R.2.A.c) (CCSS RL.2.9)</p> <p><b>2_R_5_K:</b> Describe cause-and-effect relationships. (2.R.2.A.d) (RI.3.3)</p>	<p><b>Comprehension</b>  <b>2_R_6_A:</b> Use text features to make and confirm predictions, or explain why not confirmed. [INFORMATIONAL TEXT] (2.R.1.A.a) (CCSS RI.2.5)</p> <p><b>2_R_6_B:</b> Ask and respond to relevant questions to clarify meaning. [INFORMATIONAL TEXT] (2.R.1.A.b 2.R.3.B.b) (CCSS RL2.1)</p> <p><b>2_R_6_C:</b> Seek clarification and use information/facts and details about stories and other texts and supporting answers with evidence from text. [INFORMATIONAL TEXT] (2.R.1.A.c) (CCSS RI.1.6)</p> <p><b>2_R_6_D:</b> Explain main ideas and supporting details. (2.R.3.C.a) (CCSS RI.2.2)</p> <p><b>2_R_6_E:</b> Monitor comprehension and make corrections and adjustments when understanding breaks down. [INFORMATIONAL TEXT] (2.R.1.A.e) (RF.2.4.c)</p> <p><b>Making Connections</b>  <b>Explain relevant connections</b></p> <p><b>2_R_6_F:</b> Make and explain text to text connections (text ideas including similarities and differences in information and relationships in nonfiction) [INFORMATIONAL TEXT] (2.R.1.C.a) (CCSS RI.2.9)</p> <p><b>2_R_6_G:</b> Make and explain text to world connections (text ideas to experiences in the world). [INFORMATIONAL TEXT] (2.R.1.C.b)</p> <p><b>Text Features</b>  <b>Read, infer, and draw conclusions to:</b>  <b>2_R_6_H:</b> Identify the main idea of sections of text and distinguish it from the topic. (2.R.3.A.a) (CCSS RI.2.2)</p> <p><b>2_R_6_I:</b> Demonstrate understanding by locating facts to answer and /or ask questions. (2.R.3.A.b) (RI.2.1.)</p> <p><b>2_R_6_J:</b> Use text features to locate specific information. (2.R.3.A.c) (CCSS RI2.5)</p> <p><b>2_R_6_K:</b> Explain common graphic features to assist in the interpretation of text. (2.R.3.A.d) (CCSS RI.2.7)</p> <p><b>2_R_6_L:</b> Follow written multi-step directions. (2.R.3.A.e) (CCSS RI2.3)</p>

				<p><b>2_R_5_L:</b> Explain how the story changes based on who is telling the story. (2.R.2.A.e) (CCSS RL.2.6)</p> <p><b>2_R_5_M:</b> Compare and contrast the differences in points of view of characters and how stories are narrated. (2.R.2.A.f) (CCSS RL.2.6)</p> <p><b>Poetry</b>  <b>Read, infer, and draw conclusions to:</b>  <b>2_R_5_N:</b> Describe how rhyme, rhythm, and repetition create imagery in poetry. (2.R.2.B.a) (CCSS RL.2.4)</p> <p><b>2_R_5_O:</b> Use onomatopoeia. (2.R.2.B.b)</p> <p><b>Drama</b>  <b>Read, infer, and draw conclusions to:</b>  <b>2_R_5_P:</b> Identify characters, setting, acts, and scenes in plays. (2.R.2.C.a) (CCSS RL.1.3)</p> <p><b>2_R_5_Q:</b> Identify the elements of dialogue and use them in informal plays. (2.R.2.C.b)</p>	<p><b>Literary Techniques</b>  <b>Read, infer, and draw conclusions to:</b>  <b>2_R_6_R:</b> Explain why a text is fiction or nonfiction (2.R.3.B.a) (CCSS RL.1.5)</p> <p><b>2_R_6_S:</b> Explain examples of sensory details. [INFORMATIONAL TEXT] (2.R.3.B.c) (CCSS RL.2.4)</p> <p><b>Text Structures</b>  <b>Read, infer, and draw conclusions to:</b>  <b>2_R_6_M:</b> Describe connections between events in informational texts. (2.R.3.A.f 2.R.3.C.b) (CCSS RI.2.3)</p> <p><b>2_R_6_N:</b> Describe connections between problems and solutions in informational texts. (2.R.3.C.c) (CCSS RI.2.3)</p> <p><b>2_R_6_O:</b> Identify the author's purpose. (2.R.3.C.d) (CCSS RI.2.6)</p> <p><b>2_R_6_P:</b> Compare and contrast the most important points presented by text on the same topic. (2.R.3.C.e) (CCSS RI.2.9)</p> <p><b>Digital and Media Literacy</b>  <b>Read to develop an understanding of media and its components by:</b>  <b>2_R_6_Q:</b> Explain purposes of media. (2.R.4.A.a)</p> <p><b>2_R_6_R:</b> Describe techniques used to create media messages. (2.R.4.A.b)</p> <p><b>2_R_6_S:</b> Identify various written conventions for using digital media. (2.R.4.A.c)</p>
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Essential Standards				
<b>2_W_1</b> The student will apply the structure of the workshop model.	<b>2_W_2</b> The student will produce various forms and types of writing following a writing process to convey a message.	<b>2_W_3</b> The student will apply the conventions of Standard English grammar and usage in writing.	<b>RM_2</b> The student will plan for research, gather and use relevant information from a variety of sources.	<b>2_SL_1</b> The student will speak and listen effectively in multiple contexts.
Learning Targets				
<p><b>2_W_1_A:</b> Explain and demonstrate the work of a writer.</p> <p><b>2_W_1_B:</b> Identify the purpose of the three components within the workshop model: crafting, composing, reflecting</p> <p><b>2_W_1_C:</b> Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting</p> <p><b>2_W_1_D:</b> Understand and demonstrate the procedures and routines during Writer’s Workshop.</p> <p><b>2_W_1_E:</b> Identify the ways that writers get their ideas.</p> <p><b>2_W_1_F:</b> Use a writer’s notebook (i.e. folder, binder, composition notebook).</p>	<p><b>2_W_2_A:</b> Follow a writing process to plan writing by using pre-writing strategy, revise and edit a draft with the help of others, and use a variety of formats, including digital formats, to publish writing. (2.W.1.A., 2.W.1.B, 2.W.1.C, 2.W.1.D) (CCSS W.2.5 W.2.6 L.2.1 L.2.2)</p> <p><b>Opinion/Argumentative</b> <b>2_W_2_B:</b> Write opinion texts that:</p> <p><b>2_W_2_B1:</b> Introduce a topic or text being studied, using complete sentences. (2.W.2.A.a) (CCSS W.2.1)</p> <p><b>2_W_2_B2:</b> State an opinion about the topic or text and provide reasons for the opinion. (2.W.2.A.b) (CCSS W.2.1)</p> <p><b>2_W_2_B3:</b> Use specific words that are related to the topic, and audience. (2.W.2.A.c)</p> <p><b>2_W_2_B4:</b> Use linking/transition words and phrases to signal event order. (2.W.2.A.d) ( CCSS W.2.1)</p> <p><b>2_W_2_B5:</b> Provide evidence of a beginning, middle, and concluding statement or section. (2.W.2.A.e) (CCSS W.2.1)</p> <p><b>Informative/Explanatory</b> <b>2_W_2_C:</b> Write informative/explanatory texts that:</p> <p><b>2_W_2_C1:</b> Introduce a topic or text being studied using complete sentences. (2.W.2.B.a) (CCSS W.2.2)</p> <p><b>2_W_2_C2:</b> Use facts and definitions to develop points in generating paragraphs. (2.W.2.B.b) (CCSS W.2.2)</p> <p><b>2_W_2_C3:</b> Use specific words that are related to the topic and audience. (2.W.2.B.c)</p> <p><b>2_W_2_C4:</b> Use linking words and phrases to signal event order. (2.W.2.B.d)</p> <p><b>2_W_2_C5:</b> Create a concluding statement or paragraph. (2.W.2.B.e) (CCSS W.2.2)</p> <p><b>Narrative/Literary</b> <b>2_W_2_D:</b> Write fiction or non-fiction narratives and poems that:</p> <p><b>2_W_2_D1:</b> Establish a situation/topic based on the student’s experience or imagination. (2.W.2.C.a) (CCSS W.2.3)</p> <p><b>2_W_2_D2:</b> Introduce a main character and setting. (2.W.2.C.b) (CCSS W.2.3)</p> <p><b>2_W_2_D3:</b> Develop sensory details. (2.W.2.C.c) (CCSS W.2.3)</p> <p><b>2_W_2_D4:</b> Use linking/transition words to signal event order. (2.W.2.C.e) (CCSS W.2.3)</p>	<p><b>Spelling &amp; Usage</b> <b>2_W_3_A:</b> Spell words using irregular spelling patterns. (2.L.1.B.f)</p> <p><b>2_W_3_B:</b> Spell words that double the consonant. (3.L.1.B.i)</p> <p><b>2_W_3_C:</b> Use nouns that change their spelling in plural form. (2.L.1.B.h)</p> <p><b>2_W_3_D:</b> Spell and use the plural of appropriate nouns by adding -es to nouns ending in -s, -ss, -sh, -ch or -x. (2.L.1.B.g)</p> <p><b>Parts of Speech</b> <b>2_W_3_E:</b> Form and use regular and irregular plural nouns. (2.L.1.A.c)</p> <p><b>2_W_3_F:</b> Use collective nouns. (2.L.1.A.b)</p> <p><b>2_W_3_G:</b> Vary nouns and pronouns to add fluency to writing. (2.L.1.A.a)</p> <p><b>2_W_3_H:</b> Identify and use adverbs to improve clarity and specificity of writing. (1.L.1.A.b, 2.L.1.A.g)</p> <p><b>Sentences</b> <b>2_W_3_I:</b> Use sentence variety (declarative, interrogative, imperative, and exclamatory). (2.L.1.A.f)</p> <p><b>2_W_3_J:</b> Use subject and predicate in a sentence. (3.L.1.A.c)</p> <p><b>2_W_3_K:</b> Correct sentence fragments. (4.L.1.A.i)</p> <p><b>Capitalization</b> <b>2_W_3_L:</b> Capitalize proper nouns. (2.L.1.B.d, e)</p> <p><b>Punctuation</b> <b>2_W_3_M:</b> Use commas to separate single words in a series. (1.L.1.B.d)</p> <p><b>2_W_3_N:</b> Use commas in addresses and dates.</p> <p><b>2_W_3_O:</b> Use commas in greetings and closing of letters. (3.L.1.B.e)</p> <p><b>2_W_3_P:</b> Use apostrophes for contractions. (2.L.1.B.c)</p> <p><b>2_W_3_Q:</b> Use an apostrophe to form singular possessives. (3.L.1.B.b)</p>	<p><b>Inquiry Process:</b> <b>RM_2_A:</b> Follow a modeled inquiry process. (W.3.A)</p> <p><b>Using Schema:</b> <b>RM_2_B:</b> Connect ideas to own interests, sharing what is known about the general topic to elicit and make connections to prior knowledge.</p> <p><b>Questioning and Topic Development:</b> <b>RM_2_C:</b> Ask questions <u>to clarify topic or details.</u> (2.W.3.A.a 2.W.3.A.b)</p> <p><b>Using and Evaluating Sources:</b> <b>RM_2_D:</b> Use approved sources to find appropriate information. (2.W.3.A.d)</p> <p><b>Note Taking:</b> <b>RM_2_E:</b> Find facts and summarize them via writing, drawing, and/or verbalization to answer research questions, demonstrating organizational skills such as sorting and categorizing (Note taking). (2.W.3.A.e)</p> <p><b>Citing Sources:</b> Understand what plagiarism is. <b>RM_2_F:</b> Give credit (title and author) for sources used. (3.W.3.A.g, 3.W.3.A.h)</p> <p><b>Presentation:</b> <b>RM_2_G:</b> Present facts and draw conclusions to answer simple questions in a variety of ways (art, music, poetry, movement, verbal/written language). (2.W.3.A.f)</p> <p><b>Reflection, During and After:</b> <b>RM_2_H:</b> Compare new ideas with what was known at the beginning of the inquiry.</p> <p><b>RM_2_I:</b> Ask ‘what do I wonder about now?’</p> <p><b>RM_2_J:</b> Identify own strengths and set goals for improvement. (2.W.3.A.f)</p>	<p><b>Collaborative Discussions</b> <b>Speak clearly and to the point, using conventions of language when presenting individually or with a group</b></p> <p><b>2_SL_1_A:</b> Take turns in discussion with a shoulder partner, according to classroom expectations. (2.SL.3.A.a) (CCSS SL.2.1.a)</p> <p><b>2_SL_1_B:</b> Confirm comprehension of read-alouds and other media by retelling and asking appropriate questions. (2.SL.3.A.b) (SL.2.2 SL.2.3)</p> <p><b>Presenting</b> <b>Speak clearly and to the point, using conventions of language when presenting individually or with a group</b></p> <p><b>2_SL_1_C:</b> Explain a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience. (2.SL.4.A.a) (CCSS SL.2.1.a)</p> <p><b>2_SL_1_D:</b> Recall and tell a story with details, including a beginning, middle, and end. (2.SL.4.A.b) (SL.2.4)</p> <p><b>2_SL_1_E:</b> Use academic language and conventions. (2.SL.4.A.c) (CCSS SL.2.6)</p>

