

**English/Language Arts Second Grade**

Course Big Ideas

Students will:

1. Gain a working knowledge of concepts of print, phonological and phonemic awareness, and will understand that word recognition and fluency are foundational skills necessary to the development of effective readers.
2. Read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
3. Read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
4. Write for different purposes and audiences. Students will write clear and focused text to convey a well-defined perspective and appropriate content.
5. Present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

PA Core Standards	Skills/Competencies	Content/Topics
<p><i>1.1 Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</i></p> <p>CC.1.1.2.D – Know and apply grade-level phonics and word analysis skills and decoding words.</p> <ul style="list-style-type: none"> <li>• Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>• Decode two-syllable words with long vowels and words with common prefixes and suffixes.</li> <li>• Read grade-level high frequency words with inconsistent but common spelling sound correspondences.</li> <li>• Read grade appropriate irregularly spelled words.</li> </ul>	<p>CC.1.1.2.D-</p> <ul style="list-style-type: none"> <li>• Identify and isolate initial, final, and medial sounds in spoken words</li> <li>• Blend sounds orally to make words or syllables</li> <li>• Segment a word or syllable into sounds</li> <li>• Count sounds in spoken words or syllables and syllables in words</li> <li>• Manipulate sounds in words (add, delete, and/or substitute phonemes)</li> <li>• Distinguish long and short vowel sounds in orally stated single-syllable words</li> <li>• Know sound-letter relationships and match sounds to letters</li> <li>• Read simple one-syllable and high frequency sight words.</li> <li>• Generate sounds from letters and blend those sounds to decode                             <ul style="list-style-type: none"> <li>○ Consonants, consonant blends, and consonant digraphs</li> <li>○ Short and long vowels</li> </ul> </li> </ul>	<p><b><u>1.1 Foundational Skills</u></b></p> <ul style="list-style-type: none"> <li>• Short vowels and Consonants</li> <li>• Long vowels VCe</li> <li>• Consonant Blends</li> <li>• Inflected Endings</li> <li>• Consonant Digraphs sh, th, ch</li> <li>• R-controlled: ar, or, ore, oar</li> <li>• Contractions</li> <li>• R-controlled: er, ir, ur</li> <li>• Plurals</li> <li>• Vowel patterns a, ai, ay</li> <li>• Vowel patterns e, ee, ea, y</li> <li>• Vowel patterns o, oa, ow</li> <li>• Vowel patterns i, ie, igh, y</li> <li>• Comparative endings –er, –est</li> <li>• Suffixes</li> <li>• Prefixes</li> <li>• Final syllable –le</li> <li>• Vowel patterns oo, u</li> <li>• Diphthongs ou, ow, oi, oy</li> <li>• Syllable patterns</li> </ul>

<p>CC.1.1.2.E - Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>○ R-controlled vowels; vowel digraphs; diphthongs; common vowel patterns</li> <li>○ Phonograms/word families</li> <li>• Decode multisyllabic words with common word parts and spelling patterns <ul style="list-style-type: none"> <li>○ Base words and inflected endings; plurals</li> <li>○ Contractions and compound words</li> <li>○ Prefixes and suffixes</li> <li>○ Greek and Latin roots</li> <li>○ Apply knowledge of syllabication rules to decode words</li> <li>○ Recognize common abbreviations</li> <li>○ Blending strategy: apply knowledge of sound-letter relationships to decode unfamiliar words</li> <li>○ Apply knowledge of word structure to decode unfamiliar words</li> <li>○ Use context along with sound-letter relationships and word structure to decode</li> <li>○ Self-monitor accuracy of decoding and self-correct</li> </ul> </li> </ul> <p>CC.1.1.2.E.-</p> <ul style="list-style-type: none"> <li>• Read aloud grade level text fluently with accuracy, comprehension, appropriate pace/rate; with expression/intonation; with attention to punctuation and appropriate phrasing</li> <li>• Practice fluency in a variety of ways including choral reading, partner/paired reading, Reader’s Theater, repeated oral reading, and tape-assisted reading.</li> <li>• Work toward appropriate fluency goals by the end of each grade</li> <li>• Read regularly and with comprehension in independent-level material</li> <li>• Read silently for increasing periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Vowel digraphs oo,ue,ew,ui</li> <li>• Consonant patterns kn,wr,gn,mb</li> <li>• Consonant patterns ph, gh,ck,ng</li> <li>• Vowel patterns aw,au,al</li> <li>• Abbreviations</li> <li>• Final syllables –tion, -ture-ion</li> </ul> <ul style="list-style-type: none"> <li>• High frequency words</li> <li>• Distinguish medial phonemes</li> <li>• Blend and segment phonemes</li> <li>• Substitute initial phonemes</li> <li>• Segment and count phonemes</li> <li>• Substitute final phonemes</li> <li>• Substitute medial phonemes</li> <li>• Word structure</li> <li>• Handwriting</li> </ul> <p>CC.1.1.2.E-</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Rate</li> <li>• Expression</li> <li>• Appropriate Phrasing</li> <li>• Intonation</li> </ul>
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*1.2 Reading Informational Text  
Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.*

CC.1.2.2.A- Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.B- Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.

CC.1.2.2.C – Describe the connection between a series of events, concepts or steps in a procedure within a text.

CC.1.2.2.A-

- Identify main idea, facts, concepts, and ideas found in informational text.
- Summarize informational text as a whole.
- Identify author’s purpose.

CC.1.2.2.B-

- Ask questions before, during and after reading.
- Make inferences when reading informational text.
- Answer who, what, when ,why and how questions about an informational text.
- Draw conclusions based on information from the text.

CC.1.2.2.C-

- Describe a series of events and how they impact the ending of a text.
- Use words that pertain to time, sequence, and cause/effect found in text.

**1.2 Reading Informational Text**

CC.1.2.2.A-

- Main Idea and supporting details
- Summarize
- Author’s Purpose

CC.1.2.2.B-

- Background Knowledge
- Ask and Answer Questions
- Monitor and Clarify
- Key Details
- Inferences
- Drawing Conclusions
- Text Structure

CC.1.2.2.C

- Time and Order Words (first, next, finally, later, etc.)
- Cause and Effect Words (because, as a result of, if...then)

<p>CC.1.2.2.E – Use various text features and search tools to locate key facts or information in a text efficiently.</p> <p>CC.1.2.2.F – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CC.1.2.2.G – Use the illustrations and details in a text to describe its key ideas.</p>	<ul style="list-style-type: none"> <li>• Describe the beginning, middle, and end of an informational text.</li> <li>• Identify text structure (nonfiction-such as cause/effect,chronologicalorder , compare/contrast, description)</li> </ul> <p>CC.1.2.2.E-</p> <ul style="list-style-type: none"> <li>• Use headings, sub-headings, captions, bold print, glossaries, indexes, electronic menus, and icons to locate information.</li> <li>• Use electronic Web navigation, online resources, databases and keyword searches.</li> <li>• Use graphics (diagrams, illustrations with labels, maps, charts, picture captions) to locate key facts or information.</li> </ul> <p>CC.1.2.2.F-</p> <ul style="list-style-type: none"> <li>• Use knowledge of word structure to figure out meanings of words.</li> <li>• Use context clues for meanings of unfamiliar words, multiple-meaning words, homonyms, homographs.</li> <li>• Use grade-appropriate reference sources to learn word meanings</li> <li>• Use picture clues to help determine word meanings.</li> <li>• Create and use graphic organizers to group, study, and retain vocabulary.</li> <li>• Identify and distinguish fact and opinion</li> </ul> <p>CC.1.2.2.G-</p> <ul style="list-style-type: none"> <li>• Use graphic sources to create meaning (illustrations, photos, maps, charts, graphs, font styles etc.)</li> <li>• Use picture clues to help determine word meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Procedural Text/Steps in a Process</li> <li>• Sequence Events</li> <li>• Make Connections</li> <li>• Text Structure</li> <li>• Compare and Contrast</li> </ul> <p>CC.1.2.2.E-</p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Text Structure</li> <li>• Key Details</li> <li>• Electronic Media</li> </ul> <p>CC.1.2.2.F-</p> <ul style="list-style-type: none"> <li>• Affixes</li> <li>• Root word (use to clarify unknown words)</li> <li>• Context Clues</li> <li>• Dictionary/Thesaurus</li> <li>• Graphic Organizers for Word Study</li> <li>• Monitor and Clarify</li> <li>• Reread/read on</li> <li>• Fact and Opinion</li> </ul> <p>CC.1.2.2G-</p> <ul style="list-style-type: none"> <li>• Illustrations/visual aids</li> <li>• Text Features</li> </ul>
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<p>CC.1.2.2.H – Describe how reasons support specific points the author makes in a text.</p> <p>CC.1.2.2.I – Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.2.2.J – Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases.</p> <p>CC.1.2.2.K – Determine or clarify the meaning of unknown and multiple meaning words and phrases based upon grade-level reading and content, choosing from a range of strategies and tools.</p>	<p>CC.1.2.2.H-</p> <ul style="list-style-type: none"> <li>• Describe and connect the essential ideas, arguments, and perspectives of a text.</li> <li>• Discuss main ideas and supporting details contained within a text.</li> <li>• Identify important ideas that provide clues to an author’s meaning.</li> </ul> <p>CC.1.2.2.I-</p> <ul style="list-style-type: none"> <li>• Compare and contrast points within two texts.</li> <li>• Create and use graphic and semantic organizers to compare and contrast main points.</li> </ul> <p>CC.1.2.2.J-</p> <ul style="list-style-type: none"> <li>• Use grade-level content vocabulary when reading informational text.</li> <li>• Recognize and understand selection vocabulary.</li> <li>• Understand content-area vocabulary and specialized, technical, or topical words.</li> <li>• Develop vocabulary through direct instruction, concrete experiences, reading, listening to text read aloud.</li> </ul> <p>CC.1.2.2.K-</p> <ul style="list-style-type: none"> <li>• Use knowledge of word structure to figure out meanings of words.</li> <li>• Use context clues for meanings of unfamiliar words, multiple-meaning words, homonyms, homographs.</li> <li>• Use grade-appropriate reference sources to learn word meanings.</li> <li>• Use picture clues to help determine word meanings.</li> </ul>	<p>CC.1.2.2.H-</p> <ul style="list-style-type: none"> <li>• Main Idea and Key Details</li> <li>• Identify Author’s Purpose</li> <li>• Author’s Viewpoint</li> </ul> <p>CC.1.2.2.I-</p> <ul style="list-style-type: none"> <li>• Make Connections (text to text)</li> <li>• Compare and Contrast</li> <li>• Graphic Organizers</li> </ul> <p>CC.1.2.2.J-</p> <ul style="list-style-type: none"> <li>• Grade Appropriate Vocabulary</li> <li>• Conversational Vocabulary/Oral Discussions</li> <li>• Content Specific Vocabulary</li> <li>• Word Structure</li> </ul> <p>CC.1.2.2.K-</p> <ul style="list-style-type: none"> <li>• Context Clues</li> <li>• Multiple-meaning Words</li> <li>• Homonyms</li> <li>• Homographs</li> <li>• Knowledge of Words Structure</li> <li>• Prefixes and Suffixes</li> <li>• Root Word</li> <li>• Picture Clues/illustrations</li> </ul>
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<p>CC.1.2.2.L – Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><i>1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</i></p> <p>CC.1.3.2.A – Recount stories and determine their central message, lesson or moral.</p>	<ul style="list-style-type: none"> <li>• Develop vocabulary through direct instruction, concrete experiences, reading, listening to text read aloud</li> <li>• Use new words in a variety of contexts</li> </ul> <p>CC.1.2.2.L-</p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of grade-level non-fiction and informational text.</li> <li>• Identify different genres of informational text (biography, autobiography, informational text, reference materials, expository text)</li> <li>• Identify the main idea and details contained within a non-fiction text.</li> </ul> <p>CC.1.3.2.A-</p> <ul style="list-style-type: none"> <li>• Summarize text</li> <li>• Recall and retell stories</li> <li>• Identify central theme found in text as a whole</li> </ul>	<ul style="list-style-type: none"> <li>• Reread, Read on</li> <li>• Synonyms and Antonyms</li> </ul> <p>CC.1.2.2.L</p> <ul style="list-style-type: none"> <li>• Genres</li> <li>• Practice Independent Reading with Increase Time Intervals</li> <li>• Main Idea and Details</li> </ul> <p>CC.1.3.2.A-</p> <ul style="list-style-type: none"> <li>• Retell</li> <li>• Paraphrase and summarize</li> <li>• Story Structure</li> <li>• Lesson/Moral</li> <li>• Theme</li> </ul>
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<p>CC.1.3.2.B – Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.C – Describe how characters in a story respond to major events and challenges.</p> <p>CC.1.3.2.D – Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CC.1.3.2.E – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>CC.1.3.2.B-</p> <ul style="list-style-type: none"> <li>• Ask questions before, during and after reading.</li> <li>• Make inferences when reading literary text</li> <li>• Answer who, what, when ,why and how questions about literary text</li> <li>• Draw conclusions based on information from the text</li> </ul> <p>CC.1.3.2.C-</p> <ul style="list-style-type: none"> <li>• Recognize and describe traits, actions, feelings and motives of characters</li> <li>• Analyze characters’ relationships, changes, and points of view</li> <li>• Analyze characters’ conflicts</li> <li>• Identify the speaker or narrator in a selection</li> </ul> <p>CC.1.3.2.D-</p> <ul style="list-style-type: none"> <li>• Explain the points of view found within a literary text</li> <li>• Recognize and describe traits, actions, feelings, and motives of characters</li> <li>• Perform oral readings of literary text using different voices to demonstrate character difference</li> </ul> <p>CC.1.3.2.E-</p> <ul style="list-style-type: none"> <li>• Describe the elements of a story’s beginning, middle and end</li> <li>• Identify goal and outcome or problem and solution/resolution</li> <li>• Identify characteristics of fiction genres (drama, fantasy, fables, folktales, fairy tales, and realistic fiction.)</li> <li>• Relate setting to problem/solution</li> </ul>	<p>CC.1.3.2.B-</p> <ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Questioning</li> <li>• Monitor and Clarify</li> <li>• Inferences</li> <li>• Drawing Conclusions</li> <li>• Key Details</li> <li>• Text Structure</li> </ul> <p>CC.1.3.2.C-</p> <ul style="list-style-type: none"> <li>• Characterization (traits, actions, motives, relationships, etc.)</li> <li>• Graphic Organizers (character maps)</li> <li>• Point of view</li> <li>• Analyze</li> <li>• Story Structure</li> <li>• Problem/Solution</li> <li>• Monitor and Clarify</li> </ul> <p>CC.1.3.2.D-</p> <ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Point of View</li> <li>• Characterization</li> </ul> <p>C.C1.3.2.E-</p> <ul style="list-style-type: none"> <li>• Story Structure (setting, problem/solution )</li> <li>• Sequence of events</li> <li>• Plot (beginning, middle, and end)</li> <li>• Summarize</li> <li>• Genres (fictional)</li> </ul>
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<p>CC.1.3.2.F – Describe how words and phrases supply rhythm and meaning in a story, poem or song.</p> <p>CC.1.3.2.G – Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.H – Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>	<p>CC.1.3.2.F-</p> <ul style="list-style-type: none"> <li>• Identify an author’s use of sound devices and poetic elements <ul style="list-style-type: none"> <li>○ Alliteration,assonance, onomatopoeia</li> <li>○ Rhyme, rhythm, repetition, and cadence</li> <li>○ Word choice</li> </ul> </li> <li>• Identify figurative language found in a literary text <ul style="list-style-type: none"> <li>○ Idiom, jargon, metaphor, simile, slang</li> </ul> </li> <li>• Identify exaggeration/hyperbole within a literary text</li> </ul> <p>CC.1.3.2.G-</p> <ul style="list-style-type: none"> <li>• Use graphic sources to create meaning (illustrations, photos, maps, charts, graphs, font styles etc.)</li> <li>• Use picture and context clues to help determine word meaning.</li> <li>• Use visual and nontextual features of online resources.</li> </ul> <p>CC.1.3.2.H-</p> <ul style="list-style-type: none"> <li>• Identify similarities and differences of characters, events, and settings within or across selections/cultures</li> <li>• Comprehend basic plots of classic tales from around the world</li> <li>• Compare and contrast tales from different cultures</li> <li>• Compare language and oral traditions (family stories) that reflect customs, regions, and cultures</li> </ul>	<p>CC.1.3.2.F-</p> <ul style="list-style-type: none"> <li>• Word choice</li> <li>• Sound devices</li> <li>• Poetic Elements</li> <li>• Synonyms</li> <li>• Figurative Language</li> </ul> <p>CC.1.3.2.G-</p> <ul style="list-style-type: none"> <li>• Story Structure</li> <li>• Context Clues</li> <li>• Picture Clues</li> </ul> <p>CC.1.3.2.H</p> <ul style="list-style-type: none"> <li>• Compare and Contrast text</li> <li>• Graphic Organizers</li> <li>• Story Structure</li> <li>• Plot Structure</li> <li>• Make Connections</li> <li>• Cultural Awareness</li> </ul>
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<p>CC.1.3.2.I – Determine or clarify the meaning of unknown and multiple meaning words and phrases based upon grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.3.2.J – Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases.</p>	<ul style="list-style-type: none"> <li>• Recognize themes that cross cultures and bind them together in their common humanness</li> </ul> <p>CC.1.3.2.I –</p> <ul style="list-style-type: none"> <li>• Use glossaries, dictionaries, both print and digital, to determine or clarify meaning of words and phrases</li> <li>• Use context clues to determine the meaning of a word or phrase found in literary text</li> <li>• Use known root words to determine the meaning of an unknown word with the same root</li> <li>• Use known words to predict the meaning of compound words</li> <li>• Determine the meaning of the new word formed when a known prefix or suffix is added</li> <li>• Demonstrate use of grade level content vocabulary when reading literary text</li> </ul> <p>CC.1.3.2.J –</p> <ul style="list-style-type: none"> <li>• Recollect, talk, and write about books</li> <li>• Reflect on reading and responding to text <ul style="list-style-type: none"> <li>○ Ask and answer questions about text</li> <li>○ Write about what is read</li> <li>○ Use evidence from the text to support opinions, interpretations, or conclusions</li> <li>○ Support ideas through reference to other texts and personal knowledge</li> <li>○ Locate materials on related topic, theme, or idea</li> </ul> </li> <li>• Make connections: text to self, text to text, text to world</li> <li>• Offer observations, react, speculate in response to text</li> </ul>	<p>CC.1.3.2.I</p> <ul style="list-style-type: none"> <li>• Root Words</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Dictionary/Glossary skills</li> <li>• Context Clues</li> <li>• Reread/read on</li> <li>• Compound Words</li> <li>• Knowledge of Word Structure</li> <li>• Vocabulary (oral, academic, selection)</li> </ul> <p>CC.1.3.2.J</p> <ul style="list-style-type: none"> <li>• Oral Vocabulary</li> <li>• Selection Vocabulary</li> <li>• Academic Vocabulary</li> </ul>
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CC.1.3.2.K – Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.3.2.K –

- To demonstrate comprehension of grade-level literary text
- Predict and set purpose to guide reading
- Use background knowledge before, during, and after reading
- To ask and answer questions about the text
- To identify story structure/text structure
  - Story structure (fiction – such as plot, problem/solution)
  - Text structure (nonfiction – such as cause/effect, chronological, compare/contrast, description)
- Monitor and clarify by using fix-up strategies to resolve difficulties in meaning: adjust reading rate, reread and read on, seek help from references sources and/or other people, skim and scan
- Inferring
- Questioning before, during, and after reading
- Visualize-use mental imagery
- Summarize text
  - Recall and retell stories
- Identify genres of literary text
- Identify plot, setting, and character traits in a literary text
  - Text structure (nonfiction – such as cause/effect, chronological, compare/contrast, description)
  - Story structure (fiction – such as plot, problem/solution)
- Read regularly and with comprehension in independent-level material
- Read silently for increasing periods of time

CC.1.3.2.K

- Make predictions
- Background Knowledge
- Monitor and Clarify
- Story Structure
- Text Structure
- Making Inferences
- Questioning
- Draw Conclusions
- Important Ideas
- Visualize
- Facts and Details
- Genre
- Summarizing
- Reading accuracy and rate

<p><i>1.4 Writing</i>  <i>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p> <p>CC.1.4.2.A – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.2.B – Identify and introduce the topic.</p> <p>CC.1.4.2.C – Develop the topic with facts and/or definitions.</p>	<p>CC.1.4.2.A –</p> <ul style="list-style-type: none"> <li>• The Writing Process <ul style="list-style-type: none"> <li>○ <b>Prewrite</b> using various strategies</li> <li>○ <b>Develop first drafts</b> of single and multiple paragraph compositions</li> <li>○ <b>Revise</b> drafts for varied purposes, including to clarify and to achieve purpose size of audience, improve focus and coherence, precise word choice, vivid images, and elaboration</li> <li>○ <b>Edit and proofread</b> for correct conventions (spelling, grammar, usage, and mechanics)</li> <li>○ <b>Publish</b> own work</li> </ul> </li> <li>• Write a paragraph or multi-paragraph expository paper (such as comparison and contrast, problem and solution, essays, direction, explanations, news stories, research reports, summaries)</li> <li>• Write a paragraph or multi-paragraph descriptive paper (such as labels, captions, lists, plays, poems, response logs, songs)</li> </ul> <p>CC.1.4.2.B –</p> <ul style="list-style-type: none"> <li>• Construct a topic sentence to introduce the topic of a paragraph or multi-paragraph essay</li> <li>• State a clear purpose and maintain focus; sharpen ideas</li> </ul> <p>CC.1.4.2.C –</p> <ul style="list-style-type: none"> <li>• State a clear purpose and maintain focus using facts, definitions, and details that develop topic</li> <li>• Use sensory details and concrete examples; elaborate</li> <li>• Delete extraneous information</li> <li>• Combine, elaborate, and vary sentences</li> </ul>	<p>CC.1.4.2.A-</p> <p><b>Informative/Explanatory Writing</b></p> <ul style="list-style-type: none"> <li>• Focus (one specific topic)</li> <li>• Content (2 or more facts/descriptors)</li> <li>• Organization (logical order – beginning, middle, end)</li> <li>• Style (precise language, sentences of varying length)</li> <li>• Conventions (spelling/grammar/punctuation)</li> </ul> <p>CC.1.4.2.B-</p> <ul style="list-style-type: none"> <li>• Topic sentence</li> <li>• Main Idea</li> <li>• Facts</li> <li>• Focus</li> </ul> <p>CC.1.4.2.C-</p> <ul style="list-style-type: none"> <li>• Graphic Organizer</li> <li>• Main Idea or Topic</li> <li>• Facts and Details</li> <li>• Focus</li> <li>• Organization</li> <li>• Content</li> </ul>
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<p>CC.1.4.2.D – Group information and provide a concluding statement or section.</p> <p>CC.1.4.2.E – Choose words and phrases for effect.</p> <p>CC.1.4.2.F – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize proper nouns</li> <li>• Use commas and apostrophes appropriately</li> <li>• Spell words drawing on common spelling patterns.</li> <li>• Consult reference material as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Write topic sentence, supporting sentences with facts and details, and concluding sentence</li> <li>• Use correct word order</li> </ul> <p>CC.1.4.2.D –</p> <ul style="list-style-type: none"> <li>• To use graphic organizers to group ideas</li> <li>• To construct a paragraph that develops a main idea and include topic sentence and facts and details</li> <li>• Organize ideas in a logical progression, such as chronological order or beginning, middle, and end</li> <li>• Create a closing statement for expository text</li> </ul> <p>CC.1.4.2.E –</p> <ul style="list-style-type: none"> <li>• Use clear, precise, appropriate language/vocabulary specific to topic</li> <li>• Use figurative language and vivid words</li> <li>• Use sensory details, imagery characterization</li> <li>• Select effective vocabulary using word walls, dictionary or thesaurus</li> </ul> <p>CC.1.4.2.F –</p> <ul style="list-style-type: none"> <li>• Uses correct spelling and grammar; capitalize and punctuate correctly</li> <li>• Correct sentence fragments and run-ons</li> <li>• Use correct paragraph indentation</li> <li>• Grammar and Usage in Speaking and Writing <ul style="list-style-type: none"> <li>○ Sentences <ul style="list-style-type: none"> <li>Correct word order in written sentences <ul style="list-style-type: none"> <li>▪ Types (declarative, interrogative, exclamatory, imperative)</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>CC.1.4.2.D-</p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Main Idea and Key Details</li> <li>• Sequence/Chronological Order</li> <li>• Transition Words</li> <li>• Facts and Details</li> <li>• Concluding statement</li> </ul> <p>CC.1.4.2.E-</p> <ul style="list-style-type: none"> <li>• Figurative Language</li> <li>• Word Choice</li> <li>• Voice</li> <li>• Imagery/Sensory Words</li> <li>• Dictionary/Thesaurus</li> </ul> <p>CC.1.4.2.F-</p> <ul style="list-style-type: none"> <li>• Conventions <ul style="list-style-type: none"> <li>Spelling</li> <li>Grammar</li> <li>Punctuation</li> <li>Capitalization</li> <li>Sentence structure</li> <li>Paragraph structure</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>▪ Structure (complete, incomplete, simple, compound, complex, compound-complex)</li> <li>▪ Parts (subjects/predicates: complete, simple, compound; phrase; clauses)</li> <li>▪ Fragments and run-on sentences</li> <li>▪ Combine and rearrange sentences; use appositives, participial phrases, adjectives, adverbs, and prepositional phrases</li> <li>▪ Transitions and conjunctions to connect ideas; independent and dependent clauses</li> <li>▪ Parts of speech: nouns (singular and plural), verbs and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions, prepositions, interjections, articles</li> <li>○ Contractions</li> <li>○ Usage <ul style="list-style-type: none"> <li>▪ Subject-verb agreement</li> <li>▪ Pronoun agreement/referents</li> </ul> </li> <li>• Mechanics in Writing <ul style="list-style-type: none"> <li>○ Capitalization (first word in sentence, proper nouns and adjectives, pronoun I, titles, months, days of the week, holidays, and so on)</li> <li>○ Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, and so on)</li> </ul> </li> <li>• Spelling</li> </ul>	
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CC.1.4.2.G – Write opinion pieces on familiar topics.

CC.1.4.2.G –

- The Writing Process
  - **Prewrite** using various strategies
  - **Develop first drafts** of single and multiple paragraph compositions
  - **Revise** drafts for varied purposes, including to clarify and to achieve purpose size of audience, improve focus and coherence, precise word choice, vivid images, and elaboration
  - **Edit and proofread** for correct conventions (spelling, grammar, usage, and mechanics)
  - **Publish** own work

- Spell independently by using pre-phonetic knowledge, knowledge of letter names, sound of the alphabet
- Consonants: single, double, blends, digraphs, silent letters, and unusual consonant spellings)
- Vowels: short, long, r-controlled, digraphs, diphthongs, less-common vowel patterns, schwa
- Use knowledge of word structure to spell
  - Base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words
  - Greek and Latin roots, syllable patterns, multisyllabic words
- Spell high-frequency, irregular words
- Spell frequently misspelled words correctly, including homophones or homonyms
- Use meaning relationships to spell

CC.1.4.1.G

**Opinion Writing**

- Focus (one specific topic/opinion)
- Content (2 or more reasons)
- Organization (logical order – opinion, reasons, closure)
- Style (precise language, sentences of varying length)
- Conventions (spelling/grammar/punctuation)
- Graphic Organizers

<p>CC.1.4.2.H – Identify the topic and state an opinion.</p>	<ul style="list-style-type: none"> <li>• Compose opinion pieces that state an opinion and provide reasons to support the opinion</li> <li>• Create an ad, poster, or letter persuading the reader to do or believe something</li> </ul>	<p>CC.1.4.2.H-</p> <ul style="list-style-type: none"> <li>• Focus (one specific topic/opinion)</li> <li>• Content (2 or more reasons)</li> <li>• Organization (logical order – opinion, reasons, closure)</li> </ul>
<p>CC.1.4.2.I – Support the opinion with reasons that include details connected to the opinion.</p>	<p>CC.1.4.2.H –</p> <ul style="list-style-type: none"> <li>• Construct a sentence that identifies a topic and states an opinion</li> <li>• State a clear purpose and maintain focus; sharpen ideas</li> </ul>	<p>CC.1.4.2.I-</p> <ul style="list-style-type: none"> <li>• Focus (one specific topic/opinion)</li> <li>• Content (2 or more reasons)</li> <li>• Organization (logical order – opinion, reasons, closure)</li> </ul>
<p>CC.1.4.2.I – Support the opinion with reasons that include details connected to the opinion.</p>	<p>CC.1.4.2.I –</p> <ul style="list-style-type: none"> <li>• Compose an opinion piece that has a topic sentence, supporting sentences with reasons and details, and concluding sentence that restates the opinion</li> <li>• State a clear purpose and maintain focus; sharpen ideas</li> <li>• Use sensory details and concrete examples; elaborate</li> <li>• Delete extraneous information</li> </ul>	<p>CC.1.4.2.I-</p> <ul style="list-style-type: none"> <li>• Focus (one specific topic/opinion)</li> <li>• Content (2 or more reasons)</li> <li>• Organization (logical order – opinion, reasons, closure)</li> </ul>
<p>CC.1.4.2.J – Create an organizational structure that includes reasons and includes a concluding statement.</p>	<p>CC.1.4.2.J –</p> <ul style="list-style-type: none"> <li>• Use graphic organizers to group ideas</li> <li>• Write coherent paragraphs that develop a central idea and have topic sentences and facts and details</li> <li>• Organize ideas in a logical progression, such as chronological order or order of importance</li> </ul>	<p>CC.1.4.2.J-</p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Organization (logical order – opinion, reasons, closure)</li> </ul>
<p>CC. 1.4.2.K – Use a variety of words and phrases to appeal to the audience.</p>	<p>CC.1.4.2.K –</p> <ul style="list-style-type: none"> <li>• Develop personal, identifiable voice and an individual tone/style</li> <li>• Use clear, precise, appropriate language</li> <li>• Use figurative language and vivid words</li> </ul>	<p>CC.1.4.2.K-</p>

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

- Capitalize proper nouns
- Use commas and apostrophes appropriately
- Spell words drawing on common spelling patterns.
- Consult reference material as needed.

- Use sensory details, imagery characterization
- Select effective vocabulary using word walls, dictionary or thesaurus

CC.1.4.2.L –

- Uses correct spelling and grammar; capitalize and punctuate correctly
- Correct sentence fragments and run-ons
- Use correct paragraph indentation
- Grammar and Usage in Speaking and Writing
- Sentences
  - Correct word order in written sentences
  - Types (declarative, interrogative, exclamatory, imperative)
  - Structure (complete, incomplete, simple, compound, complex, compound-complex)
  - Parts (subjects/predicates: complete, simple, compound; phrase; clauses)
  - Fragments and run-on sentences
  - Combine and rearrange sentences; use appositives, participial phrases, adjectives, adverbs, and prepositional phrases
  - Transitions and conjunctions to connect ideas; independent and dependent clauses
  - Parts of speech: nouns (singular and plural), verbs and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions, prepositions, interjections, articles
- Contractions
- Usage
  - Subject-verb agreement

CC.1.4.2.L

- Conventions
  - Spelling
  - Grammar
  - Punctuation
  - Capitalization
  - Sentence structure
  - Paragraph structure



	<ul style="list-style-type: none"><li>○ Pronoun agreement/referents</li><li>● Mechanics in Writing<ul style="list-style-type: none"><li>○ Capitalization (first word in sentence, proper nouns and adjectives, pronoun I, titles, months, days of the week, holidays, and so on)</li><li>○ Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, and so on)</li></ul></li><li>● Spelling<ul style="list-style-type: none"><li>○ Spell independently by using pre-phonetic knowledge, knowledge of letter names, sound of the alphabet<ul style="list-style-type: none"><li>▪ Consonants: single, double, blends, digraphs, silent letters, and unusual consonant spellings)</li><li>▪ Vowels: short, long, r-controlled, digraphs, diphthongs, less-common vowel patterns, schwa</li></ul></li><li>○ Use knowledge of word structure to spell<ul style="list-style-type: none"><li>▪ Base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words</li><li>▪ Greek and Latin roots, syllable patterns, multisyllabic words</li></ul></li><li>○ Spell high-frequency, irregular words</li><li>○ Spell frequently misspelled words correctly, including homophones or homonyms</li><li>○ Use meaning relationships to spell</li></ul></li></ul>	
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<p>CC.1.4.2.M. – Write narratives to develop real or imagined experiences or events.</p>	<p>CC.1.4.2.M –</p> <ul style="list-style-type: none"> <li>• The Writing Process <ul style="list-style-type: none"> <li>○ <b>Prewrite</b> using various strategies</li> <li>○ <b>Develop first drafts</b> of single and multiple paragraph compositions</li> <li>○ <b>Revise</b> drafts for varied purposes, including to clarify and to achieve purpose size of audience, improve focus and coherence, precise word choice, vivid images, and elaboration</li> <li>○ <b>Edit and proofread</b> for correct conventions (spelling, grammar, usage, and mechanics)</li> <li>○ <b>Publish</b> own work</li> </ul> </li> <li>• Write single or multi-paragraph narrative papers (such as personal narratives, stories, biographies, autobiographies) that describes an experience or event.</li> </ul>	<p>CC.1.4.2.M-</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> <li>• Focus (one specific topic)</li> <li>• Content (2 or more details)</li> <li>• Organization (logical order – beginning, middle, end)</li> <li>• Style (precise language, sentences of varying length)</li> <li>• Conventions (spelling/grammar/punctuation)</li> </ul>
<p>CC.1.4.2.N – Establish a situation and introduce a narrator and/or characters.</p>	<p>CC.1.4.2.N –</p> <ul style="list-style-type: none"> <li>• Write a narrative that tells a story about a character or characters who face a problem</li> <li>• State a clear purpose and maintain focus; sharpen ideas</li> <li>• Use sensory details and concrete examples; elaborate</li> <li>• Delete extraneous information</li> </ul>	<p>CC.1.4.2.N-</p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Topic /Story Idea</li> <li>• Narrative Text</li> <li>• Character (traits)</li> <li>• Problem/Solution</li> <li>• Plot</li> </ul>
<p>CC.1.4.2.O. – Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</p>	<p>CC.1.4.2.O –</p> <ul style="list-style-type: none"> <li>• Write a narrative that tells a story using details to describe actions, thoughts and feelings of a character in a story</li> <li>• State a clear purpose and maintain focus; sharpen ideas</li> <li>• Use sensory details and concrete examples; elaborate</li> <li>• Delete extraneous information</li> </ul>	<p>CC.1.4.2.O</p> <ul style="list-style-type: none"> <li>• Narrative Text</li> <li>• Graphic Organizers</li> <li>• Character Traits</li> <li>• Sequence of Events</li> </ul>

<p>CC.1.4.2.P – Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p>CC.1.4.2.Q – Choose words and phrases for effect.</p> <p>CC.1.4.2.R – Demonstrate a grade appropriate command of the conventions of standard English, usage, capitalization, punctuation and spelling</p> <ul style="list-style-type: none"> <li>• Capitalize proper nouns</li> <li>• Use commas and apostrophes appropriately</li> <li>• Spell words drawing on common spelling patterns</li> <li>• Consult reference material as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Combine, elaborate, and vary sentences</li> <li>• Write topic sentence, supporting sentences with facts and details, and concluding sentence</li> <li>• Use correct word order</li> </ul> <p>CC.1.4.2.P –</p> <ul style="list-style-type: none"> <li>• Use graphic organizers to group ideas</li> <li>• Write coherent paragraphs that develop a central idea and have topic sentences and facts and details</li> <li>• Organize ideas in a logical progression, such as chronological order or order of importance</li> </ul> <p>CC.1.4.2.Q –</p> <ul style="list-style-type: none"> <li>• Write a narrative text choosing words for effect</li> <li>• Compose a poem that uses descriptive language to express feelings or ideas</li> <li>• Develop personal, identifiable voice and an individual tone/style</li> <li>• Use clear, precise, appropriate language</li> <li>• Use figurative language and vivid words</li> <li>• Use sensory details, imagery characterization</li> <li>• Select effective vocabulary using word walls, dictionary or thesaurus</li> </ul> <p>CC.1.4.2.R –</p> <ul style="list-style-type: none"> <li>• Uses correct spelling and grammar; capitalize and punctuate correctly</li> <li>• Correct sentence fragments and run-ons</li> <li>• Use correct paragraph indentation</li> <li>• Grammar and Usage in Speaking and Writing <ul style="list-style-type: none"> <li>○ Sentences</li> </ul> </li> </ul>	<p>CC.1.4.2.P-</p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Sequence of Events</li> <li>• Time Order Words</li> <li>• Conclusion</li> </ul> <p>CC.1.4.2.Q-</p> <ul style="list-style-type: none"> <li>• Types of Narrative Text</li> <li>• Literary elements</li> <li>• Poetic Devices</li> <li>• Word Choice</li> <li>• Descriptive Vocabulary</li> </ul> <p>CC.1.4.2.R-</p> <ul style="list-style-type: none"> <li>• Conventions <ul style="list-style-type: none"> <li>Spelling</li> <li>Grammar</li> <li>Punctuation</li> <li>Capitalization</li> <li>Sentence structure</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>▪ Correct word order in written sentences</li> <li>▪ Types (declarative, interrogative, exclamatory, imperative)</li> <li>▪ Structure (complete, incomplete, simple, compound, complex, compound-complex)</li> <li>▪ Parts (subjects/predicates: complete, simple, compound; phrase; clauses)</li> <li>▪ Fragments and run-on sentences</li> <li>▪ Combine and rearrange sentences; use appositives, participial phrases, adjectives, adverbs, and prepositional phrases</li> <li>▪ Transitions and conjunctions to connect ideas; independent and dependent clauses</li> <li>▪ Parts of speech: nouns (singular and plural), verbs and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions, prepositions, interjections, articles</li> <li>○ Contractions</li> <li>○ Usage <ul style="list-style-type: none"> <li>▪ Subject-verb agreement</li> <li>▪ Pronoun agreement/referents</li> </ul> </li> <li>• Mechanics in Writing <ul style="list-style-type: none"> <li>○ Capitalization (first word in sentence, proper nouns and adjectives, pronoun I, titles, months, days of the week, holidays, and so on)</li> </ul> </li> </ul>	<p>Paragraph structure</p>
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<p>CC.1.4.2.T – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<ul style="list-style-type: none"> <li>○ Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, and so on)</li> <li>● Spelling <ul style="list-style-type: none"> <li>○ Spell independently by using pre-phonetic knowledge, knowledge of letter names, sound of the alphabet <ul style="list-style-type: none"> <li>▪ Consonants: single, double, blends, digraphs, silent letters, and unusual consonant spellings)</li> <li>▪ Vowels: short, long, r-controlled, digraphs, diphthongs, less-common vowel patterns, schwa</li> </ul> </li> <li>○ Use knowledge of word structure to spell <ul style="list-style-type: none"> <li>▪ Base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words</li> <li>▪ Greek and Latin roots, syllable patterns, multisyllabic words</li> </ul> </li> <li>○ Spell high-frequency, irregular words</li> <li>○ Spell frequently misspelled words correctly, including homophones or homonyms</li> <li>○ Use meaning relationships to spell</li> </ul> </li> </ul> <p>CC.1.4.2.T –</p> <ul style="list-style-type: none"> <li>● Prepare drafts for publication using the writing process</li> <li>● Examine a piece of writing for logical flow of information</li> <li>● Evaluate own writing and the writing of others</li> <li>● The Writing Process</li> </ul>	<p>CC.1.4.2.T-</p> <ul style="list-style-type: none"> <li>● Collaborate</li> <li>● Revise</li> <li>● Edit</li> <li>● Publish</li> </ul>
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<p>CC.1.4.2.U – With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p>	<ul style="list-style-type: none"> <li>○ <b>Prewrite</b> using various strategies</li> <li>○ <b>Develop first drafts</b> of single and multiple paragraph compositions</li> <li>○ <b>Revise</b> drafts for varied purposes, including to clarify and to achieve purpose size of audience, improve focus and coherence, precise word choice, vivid images, and elaboration</li> <li>○ <b>Edit and proofread</b> for correct conventions (spelling, grammar, usage, and mechanics)</li> <li>○ <b>Publish</b> own work</li> </ul> <p>CC.1.4.2.U –</p> <ul style="list-style-type: none"> <li>● Use simple word processing program to produce and publish writing</li> <li>● Work cooperatively and collaboratively with others; follow acceptable-use policies</li> <li>● Use electronic Web (nonlinear) navigation, online resources, databases, keyword searches</li> <li>● Use visual and non-textual features of online resources</li> <li>● Collaborate, publish, present and interact with others</li> </ul>	<p>CC.1.4.2.U</p> <ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Use a variety of multimedia formats</li> <li>● Text Features</li> <li>● Use online resources(email, bulletin boards, news groups)</li> <li>● Writing Process <ul style="list-style-type: none"> <li>○ Prewriting</li> <li>○ Drafting</li> <li>○ Revising</li> <li>○ Editing</li> <li>○ Publishing</li> </ul> </li> <li>● Determine when media is useful</li> </ul>
<p>CC.1.4.2.V – Participate in individual or shared research and writing projects.</p>	<p>CC.1.4.2.V –</p> <ul style="list-style-type: none"> <li>● Create ideas through conversation with peers and teacher</li> <li>● Collect information from print and digital sources</li> </ul> <p><u>The Research Process</u></p> <ul style="list-style-type: none"> <li>● Identify topics; ask and evaluate questions; develop ideas leading to inquiry, investigation, and research</li> </ul>	<p>CC1.4.2.V- Conducting Research</p> <ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Formulating a research question</li> <li>● Question words (who, what, when, where, why, how)</li> <li>● Report topic</li> <li>● Reference materials</li> <li>● Print and Digital Sources</li> </ul>

	<ul style="list-style-type: none"> <li>• Choose and evaluate appropriate reference sources</li> <li>• Locate and collect information including using organizational features of electronic text</li> <li>• Take notes/record findings</li> <li>• Combine and compare information</li> <li>• Evaluate, interpret, and draw conclusions about key information</li> <li>• Paraphrase and summarize information</li> <li>• Make an outline</li> <li>• Organize content systematically</li> <li>• Communicate information <ul style="list-style-type: none"> <li>○ Write and present a report</li> </ul> </li> <li>• Select and organize visual aides</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting details</li> <li>• Visual images</li> <li>• Paraphrase and Summarize</li> </ul>
<p>CC.1.4.2.W – Recall information from experiences or gather information from a provided source to answer a question.</p>	<p>CC.1.4.2.W – <u>Research Skills</u></p> <ul style="list-style-type: none"> <li>• Know and use organizational features and parts of a book to locate information</li> <li>• Use alphabetical order</li> <li>• Understand purpose, structure, and organization of reference sources (print, electronic, media, internet) <ul style="list-style-type: none"> <li>○ Atlas</li> <li>○ Card catalog/library database</li> <li>○ Picture dictionary</li> <li>○ Dictionary/glossary</li> <li>○ Encyclopedia</li> <li>○ Magazine/periodical</li> <li>○ Newspaper and newsletter</li> <li>○ Technology (on and offline electronic media)</li> <li>○ Thesaurus</li> </ul> </li> </ul>	<p>CC.1.4.2W-</p> <ul style="list-style-type: none"> <li>• Recall and Retell</li> <li>• Background Knowledge</li> <li>• Answer Questions</li> <li>• Formulating a research question</li> <li>• Question words (who, what, when, where, why, how)</li> <li>• Print and Digital Sources</li> <li>• Reference Sources</li> </ul>
<p>CC.1.4.2.X – Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p>	<p>CC.1.4.2.X –</p> <ul style="list-style-type: none"> <li>• Write on a daily basis</li> <li>• Use writing as a tool for learning</li> <li>• Write independently for extended periods of time</li> </ul>	<p>CC.1.4.2.X</p> <ul style="list-style-type: none"> <li>• Writing Journal</li> <li>• Writing Process</li> <li>• Writing Portfolio</li> </ul>

*1.5 Speaking and Listening*

*Students present appropriately in formal speaking situations, listening critically and respond intelligently as individual or in group discussions.*

CC.1.5.2.A – Participate in collaborative conversations with peers and adults in small and larger groups.

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

CC.1.5.2.A –

- Ask and answer question that pertain to topic
- Listen to a variety of presentations attentively and politely
- Listen for a purpose
- Speak for a purpose

CC.1.5.2.B –

- Retell main ideas and supporting details of text read aloud, oral presentations, or media

**Speaking skills and Strategies**

- Paraphrase, retell, or summarize information that has been shared orally
- Speak for a purpose
  - To retell, paraphrase, or explain information
  - To participate in conversation and discussions

**1.5 Speaking and Listening**

**Appropriate Speaking**

- Collaborative discussion
- Rules for discussions
- Taking turns
- Ask and answer questions
- Audience
- Purpose
- Setting
- Complete sentences
- English conventions
- Volume
- Rate
- Phrasing
- Expression
- Projection
- Props/illustrations

CC.1.5.1.B

- Recall main idea and details
- Clarify information
- Relate information to prior knowledge
- Summarize



<p>CC.1.5.2.C – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.</p> <p>CC.1.5.2.D – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<ul style="list-style-type: none"><li>○ To deliver oral responses to literature</li><li>○ Support spoken ideas with details and examples</li></ul> <p>CC.1.5.2.C –</p> <ul style="list-style-type: none"><li>● Ask specific questions to gain or clarify information</li><li>● Answer questions using adding appropriate details</li></ul> <p><b>Listening Skills and Strategies</b></p> <ul style="list-style-type: none"><li>○ Self-monitor comprehension while listening, using a variety of skills and strategies, e.g. ask questions</li><li>○ Listen for a purpose</li><li>○ Determine purpose of listening</li><li>○ Listen critically to distinguish fact from opinion to analyze and evaluate ideas, information, experiences</li><li>○ Paraphrase, retell, or summarize information that has been shared orally</li><li>○ Speak for a purpose<ul style="list-style-type: none"><li>○ To ask and answer questions</li><li>○ To participate in conversation and discussions</li><li>○ To deliver oral responses to literature</li></ul></li><li>○ Support spoken ideas with details and examples</li></ul> <p>CC.1.5.2.D –</p> <ul style="list-style-type: none"><li>● To tell stories with effective use of intonation and word stress to emphasize important, ideas and engage listener’s interest.</li></ul>	<p>CC.1.5.1.C</p> <ul style="list-style-type: none"><li>● To ask and answer questions</li><li>● To retell, paraphrase, or explain ideas</li><li>● Monitor and clarify</li><li>● Emphasize key points to assist listener</li><li>● Use visual aids to clarify oral presentations.</li></ul> <p>CC.1.5.1.D</p> <ul style="list-style-type: none"><li>● Facts and Details</li><li>● Descriptive/Sensory Words</li><li>● Sentence Structure</li></ul>
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<p>CC.1.5.2.E – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.5.2.F – Add drawings or visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CC.1.5.2.G – Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.</p>	<p><b>Oral Presentation Components:</b></p> <ul style="list-style-type: none"> <li>• Organize ideas and convey information in a logical sequence or structure with a beginning, middle, and end and an effective introduction and conclusion</li> <li>• Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences, purposes; sustain audience interest, attention</li> <li>• Use proper intonation, volume, pitch, modulation, and phrasing</li> <li>• Speak with a command of standard English conventions</li> <li>• Use appropriate language for formal and informal settings</li> <li>• Speak for a purpose <ul style="list-style-type: none"> <li>○ To deliver oral responses to literature</li> </ul> </li> </ul> <p>CC.1.5.2.E –</p> <ul style="list-style-type: none"> <li>• Use complete sentences and English language conventions while speaking</li> <li>• Support spoken ideas with details and examples</li> </ul> <p>CC.1.5.2.F –</p> <ul style="list-style-type: none"> <li>• Use visual aids during oral presentations to communicate meaning and support opinions</li> <li>• Select and organize visual aids</li> </ul> <p>CC.1.5.2.G –</p> <ul style="list-style-type: none"> <li>• Use appropriate English grammar when speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation, volume, and pitch</li> </ul> <p>CC.1.5.1.E</p> <ul style="list-style-type: none"> <li>• Responding in complete sentences</li> <li>• English Conventions</li> </ul> <p>CC.1.5.1.F</p> <ul style="list-style-type: none"> <li>• Visual Aids</li> <li>• Illustrations</li> <li>• Multimedia</li> </ul> <p>CC.1.5.1.G</p> <ul style="list-style-type: none"> <li>• <b>Speaking Skills and Strategies</b></li> </ul>
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<p><i>9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</i></p> <p><b>9.1.3.A</b> – Know and use the elements of and principles of each art form to create works in the arts and humanities.</p> <p><b>9.1.3.B</b> – Recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce, review, and revise original works in the arts.</p> <p><b>9.1.3.E</b> – Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works of art.</p> <p><b>9.1.3.H</b> – Handle materials, equipment and tools safely at work performance spaces</p> <p><b>9.1.3.J</b> – Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <p><i>9.2 Historical and Cultural Context</i></p> <p><b>9.2.3.D-</b> Analyze a work of art from its historical and cultural perspective</p> <p><b>9.2.3.E-</b> Analyze how historical events and culture impact forms, techniques and purposes of works in the arts</p>	<ul style="list-style-type: none"> <li>• Speak clearly and fluently using appropriate volume, rate, pitch, phrasing, and expression</li> </ul> <p><b>Speaking Skills and Strategies:</b></p> <ul style="list-style-type: none"> <li>○ Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences, purposes; sustain audience interest, attention</li> <li>○ Use proper intonation, volume, pitch, modulation, and phrasing</li> <li>○ Speak with a command of standard English conventions</li> <li>○ Use appropriate language for formal and informal settings</li> <li>○ Use appropriate verbal and nonverbal elements (such as facial expression, gestures, eye contact, posture)</li> </ul> <p><i>9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</i></p> <p><b>9.1.3.A</b></p> <ul style="list-style-type: none"> <li>• Participate in teacher-guided music and movement activities</li> <li>• Sing familiar songs, chants, and finger plays</li> <li>• Improvise songs and rhythmic patterns</li> <li>• Change words or tune of familiar songs to make new songs</li> <li>• Act out stories with the guidance of the adult</li> <li>• Create voice inflections and facial expressions in play</li> <li>• Imitate roles of people, animals, or objects observed in life experiences</li> <li>• Participate in teacher-guided visual arts activities</li> <li>• Demonstrate an understanding of “color,” “shape,” and “line.”</li> </ul>	<ul style="list-style-type: none"> <li>○ Speaking technique in small group or audience</li> <li>○ Intonation</li> <li>○ Speak with English Conventions</li> <li>○ Formal and informal language setting</li> </ul> <ul style="list-style-type: none"> <li>• Retell using appropriate grade level vocabulary</li> </ul> <p><b>9.1.3.A</b></p> <ul style="list-style-type: none"> <li>• <b>Elements</b> <ul style="list-style-type: none"> <li>○ Color</li> <li>○ Form/shape</li> <li>○ Line</li> <li>○ Space</li> <li>○ Texture</li> <li>○ Value</li> </ul> </li> <li>• <b>Principles</b> <ul style="list-style-type: none"> <li>○ Balance</li> <li>○ Contrast</li> <li>○ Emphasis/focal point</li> <li>○ Movement/rhythm</li> <li>○ Proportion/scale</li> <li>○ Repetition</li> <li>○ Unity/harmony</li> </ul> </li> </ul> <p><b>9.1.3.B</b></p> <ul style="list-style-type: none"> <li>• Know differences among materials, techniques, and processes</li> <li>• Select and use materials, techniques, and processes to communicate ideas, experiences, and stories</li> <li>• Use art materials and tools in a safe and responsible manner</li> </ul>
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<p><b>9.2.3.F-</b> Know and apply appropriate vocabulary used between social studies and the arts and humanities</p> <p><b>9.2.3.G-</b> Relate works of art to geographic regions: Africa, Asia, Australia, Europe, Central America, North America, South America</p> <p><i>9.3 Critical Response to Works in the Arts</i></p> <p><b>9.3.3.F</b> – Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from Africa).</p> <p><b>9.3.3.G</b> – Know and demonstrate what a critic’s position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; the movie was enjoyed for its exceptional special effects).</p>	<ul style="list-style-type: none"> <li>• Create a picture using different colors, varying the intensity of strokes and combining colors</li> </ul> <p><b>9.1.3.B</b></p> <ul style="list-style-type: none"> <li>• Participate in teacher-guided visual arts activities</li> <li>• Use a variety of materials (e.g., chalk, paint, crayons, pencils, markers, wood, play dough)</li> <li>• Draw to explore and extend themes in the classroom</li> </ul> <p><b>9.1.3.E</b></p> <ul style="list-style-type: none"> <li>• Participate in teacher-guided visual arts activities</li> <li>• Draw a self-portrait</li> <li>• Create a work of art to represent a real or imagined object, animal, or person</li> <li>• Use a growing number of details and make more realistic representation</li> <li>• Choose different art materials to represent different types of thoughts or feelings</li> </ul> <p><b>9.1.3.H</b></p> <ul style="list-style-type: none"> <li>• Know and understand that certain arts techniques and processes require practice and repetition for mastery</li> <li>• Use art materials and tools in a safe and responsible manner</li> <li>• know about arts events taking place in the community</li> <li>• Develop, use and retain an art vocabulary</li> </ul>	<p><b>9.1.3.E</b></p> <ul style="list-style-type: none"> <li>• Select and use subject matter, symbols, and ideas to communicate meaning</li> </ul> <p><b>9.1.3.J</b></p> <ul style="list-style-type: none"> <li>• Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill, pens, stencils, tools for wood carving, looms, stage equipment)</li> <li>• Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders)</li> </ul> <p><b>9.1.3.H</b></p> <ul style="list-style-type: none"> <li>• recognize some mechanical/electrical equipment</li> <li>• Be able to research artists, cultures, techniques and processes with the help of librarian or teacher</li> <li>• Know and use traditional technologies in the creation of works of art, e.g pencil, crayons, markers, paint, clay.</li> <li>• Know and use contemporary technologies, eg CD’s, software polymers, clays, cameras computers</li> </ul> <p><i>9.2 Historical and Cultural Context</i></p> <p><b>9.2.3.D,E,F,G</b></p> <ul style="list-style-type: none"> <li>• Know what art is (creating things, showing beauty through visual images) and where it can be found(everyday objects, formal art, advertising, decorative element, building)</li> </ul>
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	<p><b>9.1.3.J</b></p> <ul style="list-style-type: none"> <li>• Participate in teacher-guided visual arts activities</li> <li>• Explore a variety of art materials and tools</li> <li>• Use materials and tools as intended</li> <li>• Manipulate materials in a variety of ways</li> <li>• Use age-appropriate digital media applications to create works of art</li> </ul> <p><i>9.2 Historical and Cultural Context</i></p> <p><b>9.2.3.D,E,F,G-</b></p> <ul style="list-style-type: none"> <li>• Identify works of art as belonging to particular cultures, times and places</li> <li>• create art based on historical and cultural ideas</li> </ul> <p><i>9.3 Critical Response to Works in the Arts</i></p> <p><b>9.3.3.F</b></p> <ul style="list-style-type: none"> <li>• Identify similar and different characteristics in works of art, like a photo, painting, drawing, dance, and songs</li> </ul> <p><b>9.3.3.G</b></p> <ul style="list-style-type: none"> <li>• Observe, applaud, or comment on the works of others</li> <li>• Share an opinion about art work when asked, “What do you think this is about?”</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize, share, and compare family traditions through visual arts</li> <li>• Know that art is made all over the world and that art is produced by people of all cultures</li> <li>• Understand how people of diverse cultures celebrate events by studying painting, prints drawing, ect</li> <li>• Students will recognize and explore their own identities and cultures through visual arts</li> <li>• Students will read stories of lives of famous artist</li> <li>• Identify and describe traditional food, customs and forms of dress in one’s cultural heritage</li> <li>• Understand the special holidays, festivals, celebrations and ceremonies of specific culture that center around religious themes, births, deaths and seasonal celebrations such as fruits of the harvest celebrations, May Day, springfest, ect</li> </ul> <p><i>9.3 Critical Response to Works in the Arts</i></p> <p><b>9.3.3.F</b></p> <ul style="list-style-type: none"> <li>• Recognize and name similarities and differences in a variety of art forms</li> </ul> <p><b>9.3.3.G</b></p> <ul style="list-style-type: none"> <li>• Formulate and share an opinion about others’ art products</li> </ul>
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Assessments:

- DIBELS® Next
  - Beginning, Middle, and End of Year Benchmark
  - Progress Monitoring
- GRADE®
- Skills Inventory
- ELA Weekly Assessment
- ELA Unit Assessment
- ELA Unit Benchmark