

Lady Liberty Academy

# Second Grade Curriculum

# Language Arts

# Revised 2014

Introduction

Lady Liberty Academy's Common Core Standards curriculum is built upon interdisciplinary thematic units for each 14-week trimester. Within each theme are essential "Big Idea" questions that are geared to foster a love of learning and a desire to understand the world around us.   Thematic units also offer an academically rigorous and effective method of approaching the Common Core Standards.   Multiple novels, children's magazines, nonfiction texts, math manipulatives, and iPads make up the majority of materials in the classrooms. Our curricula is “living”, which means it is continuously refined to meet the needs of students by being relevant and engaging.

Lady Liberty Academy recognizes that all students learn at different rates; therefore, teachers need to meet students at their current academic level, whether it's below grade level or above.  The ***Vertical Progression Guide*** document outlines each standard as it develops in complexity through the grade levels.  Teachers are expected to use the ***Vertical Progression Guide*** to fill in gaps in learning from previous grades, and to challenge advanced students who are ready for above-grade-level assignments. A vertical progression guideline is located at the end of each grade level curriculum.

All of our curriculum units may be found online through the ***Departments*** tab on our school website at [www.LLACS.org](http://www.LLACS.org).

2.1 – Explore and Discover!

In this 14-week unit, students will focus on exploring and discovering the world around them. They will explore neighborhoods, space, farms, the desert, and the seasons. Through these topics, they will read, write, and problem solve. Reading comprehension standards will focus on using key vocabulary to ask and answer questions about a text (setting, characters, plot, details, etc). Writing standards will focus on developing narrative with beginning, middle, and end. Language and grammar standards will focus on compound words, complex vs. simple sentences, syllable patterns, and learning strategies to self-correct and self-check for understanding.

**Essential Questions:**

* What can we learn from exploring new places and things?
* What is a neighborhood?
* How do we find answers to our questions?

**Big Ideas:**

* We can learn about exciting new places and how things work by exploring around us.
* I know what neighborhood, city, and state I live in. There are many ways people live, work and play in their neighborhoods.
* I can think of what I want to learn more about and find the answer by asking people around me, searching kid-friendly sites given by my teacher, and reading books.

**Field Trip**: Trip to Green Meadows Farms in October.

***Authentic PBL:*** Students will explore a part of their neighborhood and share their findings with their peers; they will develop questions about what they want to discover on the field trip to the farm and co-construct a letter to the farmers. They will document their field trip exploration through drawings, photos, in writing, and orally. They will share their experience on the class website.

**Vocabulary**: Hi-Frequency Words: (all must be posted on Word Wall as they are taught)

* always
* around
* because
* been
* before
* gave
* goes
* green
* its
* made
* does
* don't
* fast
* first
* their
* their
* those
* very
* upon
* us
* use

**Class Materials:**

Read Aloud: Charlotte's Web by EB White

Guided and Independent Texts:

Scott Foresman Reading Street Leveled Readers collection

Scott Foresman Social Studies Leveled Readers collection

Scholastic Leveled Readers for Fiction and Nonfiction SS and Science Topics

Classroom Library Books (i.e., Poppleton in Winter, Alexander and the...., etc)

Reading Street Unit 1 Vocabulary

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| --- | --- | --- | --- | --- | --- |
| Week 1 | *What might we discover in a new*  *neighborhood?* | *Iris and Walter*  *Realistic Fiction*  [*http://classroom.jc-schools.net/waltkek/Iris%20and%20Walter.ppt*](http://classroom.jc-schools.net/waltkek/Iris%20and%20Walter.ppt) | Character and Setting | Predict | Short vowels  ea /e/ |
| Week 2 | *Why would anyone want to explore space?* | *Expl. W an Astronaut*  *Expository Nonfiction*  [*http://classroom.jc-schools.net/waltkek/Expoloring%20Space.ppt*](http://classroom.jc-schools.net/waltkek/Expoloring%20Space.ppt) | Main Idea and Details | Text Structure | Long Vowels CVCe |
| Week 3 | *What can we discover by exploring nature?* | *Henry and Mudge*  *Realistic Fiction*  [*http://classroom.jc-schools.net/waltkek/Henry%20and%20Mudge.ppt*](http://classroom.jc-schools.net/waltkek/Henry%20and%20Mudge.ppt) | Character and Setting | Monitor and Fix Up | Consonant Blends |
| Week 4 | *What can we learn from exploring the*  *desert?* | *A Walk in the Desert*  *Expository Nonfiction*  [*http://classroom.jc-schools.net/waltkek/A%20Walk%20in%20the%20Desert.ppt*](http://classroom.jc-schools.net/waltkek/A%20Walk%20in%20the%20Desert.ppt) | Main Idea and Details | Text Structure | Inflected Endings |
| Week 5 | *When we are searching for answers, whom*  *can we ask?* | *The Strongest One*  *Play*  [*http://classroom.jc-schools.net/waltkek/StrongestOnePP.ppt*](http://classroom.jc-schools.net/waltkek/StrongestOnePP.ppt) | Realism and Fantasy | Monitor and Fix Up | Consonant Digraphs |

Unit 1 Overview

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| --- | --- | --- | --- | --- | --- |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
| Selection Vocab. | cousins, meadow, parents, promise | astronaut, experiment, gravity, shuttle, telescope | drooled, lanterns, shivered, snuggled | cactus. climate. coyote, desert, harsh | dangerous, gnaws, narrator, relatives |
| High Freq. Words | beautiful, country, friend, someone, somewhere | everywhere, live, machines, move, woman, work, world | bear, build, couldn’t, father, love, mother, straight | animals, early, eyes, full, warm, water | gone, learn, often, pieces, though, together, very |
| Amazing Words | investigate, rural, urban, downy, perch, founders, muttered, unanimous | ascend, descend, orbit, universe, enormous, journey, launch, meteorite | galaxy, tranquil, wildlife, fledglings, secure, detective, fascinating, slimy | arid, landform, precipitation, dunes, ledge, haven, extinct, forbidding | delicate, inquire, sturdy, exhibit, resist, stun, genius, satisfaction |
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**Weekly Question: Genre and .ppt for Word Wall Vocab Comprehension**  **Phonics**

Reading Street Vocabulary Unit 2

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| Selection Vocab. | brave, collar, slipped | fault, honest, lawyer, notices | hurricane, resources, scarce, scarcity, trade-off | excitement, mill, monsters, musicians, robbers | armadillo, creature, grateful, groaned, snorted |
| High Freq. Words | break, family, heard, listen, once, pull | certainly, either, great, laugh, second, worst, you’re | above, ago, enough, toward, whole. word | bought, people, pleasant, probably, scared, shall, sign | behind, brought, door, everybody, minute, promise, sorry |
| Amazing Words | courageous, hazard, rescue, avalanche, instinct, skittish, blustery, fast-paced | identify, participate, significant, scour, ingenious, aloft, architect, tinker | consumer(s), decisions(s), produce(s), fiber, strand, extraordinary, lack, typical | partnership, solution, survival, miserable, struggle, depend, familiar, insist | conflict, pursue, resolve, deserve, mope, coax, ramp, startle |

**Unit 2 Overview: Questions Genre Comprehension**  **Phonics Skills**

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| Week 1 | *How Can We Do in a Dangerous Situation* | *Tara and Tiree, Fearless Friends*  *Realistic Fiction* | Character and Setting | Predict/Sequence | r-controlled ar, or, ore; syllables VCCV;  Review Consonant Digraphs |
| Week 2 | *What Makes a Team?* | *Ronald Morgan Goes to Bat*  *Realistic Fiction* | Realism and Fantasy | Prior Knowledge/Sequence | Contractions |
| Week 3 | *When does sharing make sense?* | *Turtle's Race with Beaver*  *Folktale* | Realism and Fantasy | Sequence/Summarize | r-controlled er, ir, ur/review contractions |
| Week 4 | *When should we work together?*  *When should we work alone?* | *The Bremen Town Musicians*  *Fairy Tale* | Author's Purpose | Story Structure/Realism and Fantasy | Plurals-s, es, ies, and irrgeular/review r-controlled er, ir, ur |
| Week 5 | *How can we contribute to a celebration?* | *A Turkey for Thanksgiving*  *Animal Fantasy* | Draw Conclusions | Visualize/ Review Author's Purpose | Long a: a, ai, ay/review plurals |

**SS and science topics are also to be taught within the three-hour literacy block. Teaching these subjects in isolation does not offer the opportunity for students to keep their learning connected for sense and meaning. The goal is to connect topics to literacy, which results in more reading of fiction/nonfiction, more writing, and greater retention of what is taught.**

Social Studies Texts and Activities that address the Common Core Standards for informational text.

•Me on the Map-"Using the premise that simple drawings can be maps, this book begins with crayon drawings of the floor plans of the girl's room and house. The concept becomes progressively more complex, as her horizons expand from home to street, to town, to state, to country, and finally to the world".--"School Library Journal".

•City Green- "...DiSalvo's warm text is enhanced by her soft pencil-and-watercolor illustrations depicting a diverse neighborhood drawn together by a community project. Appended information on the American Community Garden Association and how to start local gardens will inspire readers to action in their own neighborhoods."- Linda Ward Callaghan, Booklist

•Communities-(look for texts in Reading Street leveled readers) Describes various kinds of workers in a community including police officers, doctors, teachers, coaches, veterinarians, dentists, fire fighters, mail carriers, and construction workers, and explains the service that each occupation provides.

SS objectives that will address Common Core Reading Information Text standards:

* Living in a neighborhood- Students will identify ways that people can work together in the classroom and community by obeying rules and laws. (Use the story City Green to supplement)
* Students will use key symbols and cardinal directions to read maps. Use (Me on the Map to supplement)
* Students will know the differences between urban, rural and suburban communities.
* Students will locate communities, states and countries on maps.
* Students will identify state and national symbols
* Students will understand that their country is a part of the world. (Identify the seven continents, oceans, and the equator}

To Track Progress: Individual Common Core Student Tracking Sheets "I Can" <http://carsoncitysecondgradeteachers.wikispaces.com/file/view/Grade+Two+CCSS+Lesson+Pack.pdf>

**To Build Writing***: Launching a "Family Message" for everyday writing:* <http://www.readwritethink.org/classroom-resources/lesson-plans/launching-family-message-journals-77.html?tab=4#tabs>

**Common Core Standards Addressed in This Unit**

Note: \*WORDS IN ALL CAPS NEED TO BE DEFINED AND PUT ON WORD WALL.

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| --- | --- | --- |
| **Dates**  **Assessed** | **STUDENT LEARNING OBJECTIVES** | **CCSS** |
|  | **Answer questions such as who, what where, when, and how about key details in a text.** *Why:* Asking and answering “who, what, where, when, why, and how” questions to demonstrate understanding about a text requires that students review and expand their academic vocabulary including terms such as: ask, answer, question, who, what, where, when, why, how, characters, setting, major, events, details, important (key), describe, author, illustrator, and text. It also enables students to demonstrate that they understand **key details** are relevant responses to questions whereas **other details** are not. Determining important vs. unimportant.  *Model:* Teachers need to show exactly how a good reader asks questions while reading as way to make notice **KEY DETAILS** in a text. These **key** details help us make PREDICTIONS, VISUALIZE, and keep track of understanding what we are reading. Do this through think-alouds while reading in your 20 minute Tier 1 modeling. As you read and ask questions aloud, show students how you use key details to answer your questions… do not read aloud and then ask questions to the students about what they think; this is your time to *model* for them. Assure them that they will have an opportunity to answer questions about the text later. Next, write down your answers on the board to show how you apply your thoughts in writing.  *Scaffold:* After modeling at least 3 times, allow students to ask and answer *along with you* a couple of times. Co-construct a written answer on the board.  *Release:* Provide an independent activity on their reading level that has them apply this standard in writing. *“We’re never done until we write about it.”*  Video clip of teacher think-aloud: <http://www.youtube.com/watch?v=G0ZHimY5YZo>  Video clip of modeling "I wonder" questions using text *Superpotamus*: <http://www.youtube.com/watch?v=Sd1FlXxpVIw> | RL.2.1 |
|  | **Describe how characters respond to major events and challenges in a story. (ongoing)**  *Why:* Verbally describing characters’ actions and major events supports oral language development, vocabulary acquisition, and speaking and listening standards across grade levels. Being able to visualize and summarize characters’ actions and responses to critical events will support higher levels of comprehension, such as synthesizing information, making inferences, and forming opinions.  *Model:* Teach this standard through a read-aloud of Charlotte’s Web. Tell the students they are to hear a story about an unlikely friendship between a pig and a spider. These two characters will respond in different ways to major events in the story. Define MAJOR EVENTS and RESPOND for word wall. As you read aloud, think aloud how the characters react to major events and write it down on board for students to see a perfect model.  *Scaffold:* ask students to do this with you after you modeled it several times. Have groups discuss together and come to a consensus. Then they each must write it down after discussing and agreeing upon an answer.  *Release*: Use this task in listening center, guided reading center, and independent center.  *Sample lessons:* for other read alouds using any text in classroom library as character study: <http://teachersnetwork.org/NTOL/howto/literacy/charstudy.htm> | RL.2.3 |
| **3** | **Describe the overall structure of a story. (use with any text, ongoing)**  *Why:* Understanding how the text is structured helps readers understand the events of the story.  *Model:* Explain to the students and model : “ I know the STRUCTURE of a story is how the story is ORGANIZED (put together). I know stories have a PLOT that includes characters, setting, problem, solution. I know a story has a beginning, middle, and end. I know the beginning or introduction usually tells me about important characters and the problem the characters have. I know the conclusion (resolution or ending) usually tells how the characters solve their problem.  Watch how I can identify the beginning, middle, and end of a story.” Introduce and read the first chapter of Poppleton in Winter by Cynthia Rylant. The following day, look at the chapter again. Explain to the class how Cynthia Rylant is an author who knows exactly how to write the beginning of a story and how to wrap it up with a strong ending. Direct the students to look closely at how the story begins. Reread the section where the story is set up. Students will see the setting, characters, and situation/problem in the first two sentences of the story: “Poppleton’s house grew very long icicles in winter. Poppleton was proud of them.” Create a bulleted list as a think aloud model, finishing the sentence “A strong beginning has…” Then turn to the end of the story and discuss what is contained in an ending. Read Rylant’s final sentences: “Poppleton was glad his icicles were knocked down. Icicles always melted. But a new friend would stay. Continue the bulleted list, having students finish the sentence “A strong ending has…”  *Scaffold:* As the students read each successive chapter independently, with a partner, or with the teacher, make these charts a focus of discussion. Eventually add a chart for the action in  the middle of the story.  *Release:* Ask students to pick a favorite book from the easy section of the library. To introduce the characteristics of a good solid beginning and ending of a story, ask them to read aloud to a partner just the first paragraph or two and the last paragraph. Later, allow students to share the books with a small group to see what each child notices about these solid beginnings and solid endings. For example, they may notice things such as: the book coming full circle; the setting clearly described at the beginning; and the ending providing a sense of satisfaction. Entice students to tell you anytime they really like how the author began or ended a story to encourage a love of reading. | RL.2.5 |
| **4** | **Describe how the beginning of a story introduces the story and the ending concludes the action.**  *Why:*  Students who can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action, have had opportunities to practice identifying strong beginnings and strong endings and are guided to compare those with beginnings and endings that may not be strong.  See learning objective #3, use with any text in classroom | RL.2.5 |
| **5** | **Write a description of characters, setting, or plot using information from illustrations and key words from the text (print or digital).**  Why: Students who use illustrations or other graphics to support their analysis of characters, settings and plot tend to produce richer and more complete descriptions.  By using illustrations as well as print or digital text to describe characters, settings, and plot, students grow in their realization of the importance of illustrations and other graphics in “making meaning” as well as in their own writing or presentation projects.  See learning objective #3, use with any text in classroom. | RL.2.7 |
| **6** | **Identify examples of rhymes and describe how they supply rhythm and meaning in a story, poem, or song.**  Why: Students who can describe how words and phrases supply rhythm and meaning in a story, poem or song have learned terms such as alliteration, rhyme, rhythm, paragraph, stanza, phrases, repeating/repetition, and beats. Students can then explain how new words or phrases substituted for the original words or phrases change the meaning of the story or the poem or the song. These students are also able to modify the meanings of words by using a variety of different adjectives.  *Model:* Start with chants, songs, and nursery rhymes students are already familiar with to anchor the objective with prior knowledge. Break down the familiar songs into two parts: identifying the rhymes—and **then** identifying how the rhymes supply the meaning to the song (Itsy, Bitsy Spider for example). Six poetry lessons for this standard: <http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-portfolios-using-poetry-152.html?tab=1#tabs> | RL.2.4 |
| **7** | **Describe differences in story characters’ points of view in complete sentences, including using a different voice for each character when reading dialogue aloud.**  *Why:* Understanding different points of view in a story indicates that students have added specific terms to their academic vocabulary such as voice, perspective, feeling, emotion, expression, opinion, and dialogue. They begin to understand point of view and can explain what they would do if placed in a situation similar to the main character of the read-aloud or of the story they are reading. As a result, they will read a story out loud and use a different voice for each character when reading dialogue.  Students who can acknowledge different points of view of characters can tell a story from the points of view, which is a deeper level of comprehension.  *Model:* This objective can be taught with any story already read in class so it is familiar to the students. Tell them that you are going to revisit this story to notice something deeper about it. You could tell the story (or watch online) of the Three Little Pigs from the pig's view and then from the wolf's point of view (youtube: The True Story of The Three Little Pigs).  *Scaffold and Release:* Lesson using *Alexander and the Horrible, Terrible...Day* <http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-subtext-strategy-thinking-310.html?tab=1#tabs>  Lesson on recognizing dialogue tags to notice feelings and expression, can be used with any text: <http://www.readwritethink.org/classroom-resources/lesson-plans/choosing-clear-varied-dialogue-291.html?tab=1#tabs>  Reader's Theater Scripts: <http://it.pinellas.k12.fl.us/Teachers3/gurianb/ReadersTheater.html> | RL2.6; SL.2.6 |
| **8** | **Participate in small groups following agreed-upon rules in order to explore grade two concepts addressed across the curriculum, recognizing aspects of discussion (e.g., respectful ways of listening, speaking one at a time, building on others’ talk) and asking for clarification when necessary using familiar words and phrases.**  *Why:* Listening carefully helps students recognize when they are confused or when information is lacking. They ask questions to clarify what they have heard or to obtain additional information. Second grade students have learned that productive collaborative discussions require them not only to listen and follow the conversation, but also build on what has been said. They demonstrate this by linking the remarks they make to those of other participants. The links are specific and clear and, often, include the name of the speaker who initially made the remarks.  *Model:* Define CLARIFY, ACTIVE LISTENING, CONVERSATION, and DISCUSSION. Model how to have a discussion and that it means both people take part listening and sharing, building on the conversation. Use this excellent link that can be modified for any grade. How to Teach Discussion Skills: <http://www.litcircles.org/Discussion/teaching.html#elements>  Bookmark in color about reading strategies: [98DE0589B4DE4FB7A95C6B44990DECDA-1.ppt](http://it.pinellas.k12.fl.us/Teachers/coraggiop/files/98DE0589B4DE4FB7A95C6B44990DECDA.ppt)  *Scaffold:* Bring 3 students to the front of the classroom to role play what you modeled by having a discussion. Ask the class to actively observe what they are doing right and what could be improved.  *Release:* Once this is modeled many times, this could be used as a center that students can run independently. Students should all be required to write a sentence or two about the group discussion at the end. | SL.2.1.a,b,c; L.2.6 |
| **9** | **Apply the writing process to develop a narrative using learned spelling patterns to write words including temporal and frequently occurring past tense irregular verbs, and a closing sentence.**  *Why:* Second graders can rely on their earlier understanding of the concepts of “beginning”, “middle”, and “end” to structure their narrative. They will also continue to use temporal words, such as next, then, and last to indicate a passage of time. Second graders will become more skilled at writing an introduction and a closing when working on a narrative piece. Students will need to able to define and identify an “irregular verb” and then use irregular verbs in the past tense. A clear understanding and a great deal of practice will strengthen the students independent use of these in both writing and spoken language.  Model: Review the stories already read in class to anchor this objective in their prior knowledge.  Video Clip: <http://ccss2.watchknowlearn.org/Video.aspx?VideoID=8672&CategoryID=9013>  J-CSchools lessons for every standard: <http://jc-schools.net/dynamic/la/LA2.html>  Pinterest: <http://pinterest.com/lianec/verbs/> | W.2.3; L.2.1.d; L.2.2.d |
| **10** | **With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences and checking and correcting spelling using beginning dictionaries as needed (ongoing)**  *Why:* An understanding of the meaning of “independent clause” is fundamental to being able to define, identify, and use both simple sentences (one independent clause) and compound sentences (at least two independent clauses). Students need to be able to identify grammar, spelling, and punctuation errors and then correct them. Second grade students also need to learn to make changes in word choices and add details as needed to strengthen their writing.  note: First grade focuses on using others ideas to add to one's story. Second grade focuses on simple and compound sentence, and advanced (3rd grade) focuses on creating a pre-planning organizer.  see also learning objective # 9 to combine    *Model:* Take a story already familiar with the students. Point out a SIMPLE sentence and a COMPOUND sentence -- tell the students that a simple sentence has one INDEPENDENT CLAUSE (idea, thought) and that a compound sentence has more than one independent clause. Point out other simple and compound sentences in the story and the linking words used. Notice the use of the COMMA through your think-aloud. Tell the students that the class writing goal is to expand our writing to include both types. Model the writing topic they will be working on their centers.  *Scaffold:* Sample Lesson on focusing writing topic: <http://www.readwritethink.org/classroom-resources/lesson-plans/writing-workshop-helping-writers-314.html>  Sample lesson on revising as a class: <http://www.readwritethink.org/classroom-resources/lesson-plans/collaborative-stories-revising-222.html?tab=1#tabs>  This lesson takes advantage of young children's descriptive speaking vocabularies to create lists of nouns, verbs, and adjectives that they already know. They are then encouraged to transfer these words to their own writing, while learning about what comprises a complete sentence: <http://www.readwritethink.org/classroom-resources/lesson-plans/sentence-quest-using-parts-6.html?tab=1#tabs>  Release: Students should write every day for various lengths of time. Most writing is response-to-prompt, other writing can be journal writing-- but the writing must be saved so that it can be used for many future activities on revising and editing. | W.2.5; L.2.1.f; L.2.2.e |
| **11** | **Form and use frequently occurring irregular plural nouns (e.g., feet, children).**  *Why:* A clear understanding of “collective nouns”, “irregular plural nouns”, and a great deal of practice will strengthen the students independent use of these in both writing and spoken language.  see learning objective #9 and #10  Lots of ideas from brainPop on this standard: <http://www.brainpopjr.com/readingandwriting/word/pluralnouns/grownups.weml> | L.2.1.b |
| **12** | **Predict the meaning of compound words based on grade two reading and content using the meaning of individual words (e.g., birdhouse).**  *Why:* Students need to understand the meaning and concept of “compound words” and that words have "parts" (as they learn bigger words).  *Model:* Always use a text familiar to the student. Revisit the text, and this time notice aloud any compound words. Write it on the board and explain what a compound word is. Teach how to use the meaning of both words to understand the compound word. Do this several times.  *Scaffold:* Ideas for all L.2.4 standards: <http://www.readworks.org/lessons/grade2/vocabulary-context>  *Release:* in center activity: iPad apps: Compound Word Match Game | L.2.4.d |
| **13** | **Identify real-life connections between words and their use (e.g., describe foods that are sweet).**  *Why:* Students will be making connections between text and their own personal experiences. By listening to books read aloud and by reading independently, second-graders can make connections with characters that they identify with as well as real-life events with which they are familiar.  <http://www.fcrr.org/FAIR_Search_Tool/PDFs/instRoutines_3VSM.pdf> | L.2.5.a |
| **14** | **Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny).**  *Why:* An understanding and recognition of synonyms is a part of being able to distinguish shades of meaning among closely related verbs and adjectives.   The idea that there are many words to describe one object or action is essential to the second grade student’s reading, writing, and speaking development.   Conversely, second grade students need to understand that word choice is essential for meaningful communication.  <http://www.fcrr.org/FAIR_Search_Tool/PDFs/instRoutines_3VSM.pdf>  Activities from Pinterest: <http://pinterest.com/loraloras/classroom-shades-of-meaning/>  iPad app and lesson: [lesson\_plan\_for\_implementing\_idesk.doc](http://www.appsinclass.com/uploads/7/3/1/2/7312011/lesson_plan_for_implementing_idesk.doc) | L.2.5.b |
| **15** | **Capitalize holidays, product names, and geographic names.**  *Why:* Punctuation is used to aid the smooth reading of texts. Writers use punctuation as a powerful tool in shaping meaning. A lack of punctuation or misused punctuation can lead to misunderstanding and confusion.  *Model:* Capitalization has been shown to be an issue in writing for the upper grades, so this is a key grammar skill that needs to be taught, modeled, and reinforced in the early grades. Once taught, it becomes an Unacceptable Error in writing.  *Ideas from teacher posts:* "Bring in some Oreos. Talk about how an Oreo has a top, a middle and a bottom. We talk about how a sentence is kind of like an Oreo. The top chocolate part is the capital letter, the creamy inside is the middle of the sentence and the bottom cookie is the ending mark. If they have all parts of the sentence, they have a yummy sentence. Throughout the year we make sure our work is full of yummy sentences. We have a laminated Oreo cookie decoration labeled with "capital letter" in the top cookie and "ending mark" on the bottom cookie and the words "yummy sentence" in the middle. The Oreo cookie is hanging in our room from the ceiling just as a constant reminder."  "Two little ideas I read quite a while ago that really started the ball rolling with punctuation; for grade 2 or 3, give the children a highlighter (or 2 different colors) and require that they highlight the capital and period (or question mark) on every sentence before handing in. I put one of those small dot sized stickers next to each period they use.....suddenly they're using periods!! I start it in October because they really like Halloween dot stickers."  Acronym to remember rules: M.I.N.T.S: <http://www.lessonthis.com/writing/mints-a-capitalization-trick/> | L.2.2.a |
| **16** | **Use commas in greetings and closings of letters.**  *Why:*  Punctuation is used to aid the smooth reading of texts. Writers use punctuation as a powerful tool in shaping meaning. A lack of punctuation or misused punctuation can lead to misunderstanding and confusion.  see learning objective # 10 and use Family Message journals to reinforce. | L.2.2.b |
| **17** | **Use an apostrophe to form contractions and frequently occurring possessives.**  *Why:*  Punctuation is used to aid the smooth reading of texts. Writers use punctuation as a powerful tool in shaping meaning. A lack of punctuation or misused punctuation can lead to misunderstanding and confusion.  see learning objective # 9 and #10, use Family Message journals, previous writings.  Scroll down the list to find the standard of choice: <http://jc-schools.net/dynamic/la/LA2.html> | L.2.2.c |
| **18** | **Identify the main topic of a multi-paragraph nonfiction text.**  *Why:* Pieces of text are often separated into parts called paragraphs. In many cases, several paragraphs are associated with a single topic. Every paragraph revolves around a particular point or idea.  *Model:* Explain the difference between fiction and nonfiction. Nonfiction gives us information about a topic. We "read for information". Start with the title and the pictures and model by asking "Using these text features, what 3 might we want to know? What do we think we might learn by reading this?" Read aloud and make notes of 3 key details. Point out text features of nonfiction (charts, diagrams, graphs, captions under photos). Model several times. Use: classroom magazines, nonfiction texts from Reading Street unit: *Explore With an Astronaut* and *A Walk in the Desert.* Connect to topics in the science special.  *Scaffold and Release*: Students note 3 key details (3 things they learned that are key) along with you, in groups, and in the independent reading time as a center.  Scroll down the list to find the standard of choice: <http://jc-schools.net/dynamic/la/LA2.html> | RI.2.2 |
| **19** | **Make connections with other key words in a text to determine the meaning of words and phrases using sentence level context.**  *Why:* A topic is what is being written or talked about. Words are organized into groups called phrases and sentences. Sometimes two words mean the same thing. Sometimes two words have opposite meanings. Studying the words that surround an unknown word can be used to understand what it means.  Student-centered activities on common core standards: <http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm> | RI.2.4; L.2.4.a |
| **20** | **Read regularly spelled one syllable words correctly by distinguishing long and short vowels.**  *Why:* Comprehension depends on fluent reading. Failure to acquire basic phonics and word analysis skills limits the opportunities for students to build vocabulary and develop concepts when reading both narrative and informational texts.  Long vowel song on YouTube: <http://www.youtube.com/watch?v=wX-fzW2Pjt8>  Student-centered activities on common core standards: <http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm> | RF.2.3.a |
| **21** | **Read high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams.**  *Why:* Students who can distinguish between long and short vowel sounds can also demonstrate this ability by sorting word cards into long and short vowel categories. This leads to more fluent reading, which leads to better comprehension.  *Model:* The best time to focus on this is in small group guided instruction to best assess student understanding. Second grade students learned vowel teams such as ee, oa, ai, and ea before the end of first grade. Review those vowel teams. Then teach students to use spelling-sound correspondences for additional vowel teams including ay, e\_e, igh, ie, ow, aw, au, oo, oi, oy, and ue. They can demonstrate their ability in this area by decoding single syllable words with these newly acquired vowel teams such as day, pie, mow, glue, raw, soot, taught, and moon and with diphthongs such as soy, oil, and loud.  Other instructional objectives include:   * Students will recognize that a two syllable word may have one syllable with a short vowel and one with a long vowel or two with long vowels. When decoding these two syllable words, they are able to identify the vowels and circle the syllables in which the vowels appear. They then look for clues to identify the long vowel syllables and ask themselves questions such as “Does this syllable contain a vowel team?” “Is this syllable an open syllable?” Does this syllable contain the VC-silent e. After determining whether the vowel in each syllable is long or short, they use their knowledge of consonant and vowel sounds to decode each syllable and blend the syllables into a single word. * Second grade students can explain the six syllable types and give examples of each (i.e, open, closed, VC-e, vowel pairs, r-controlled, consonant-le) * Second grade students understand that many words are made up of prefixes and suffixes. They have previously learned inflectional *endings*. Now they use that prior knowledge of suffixes to learn common prefixes (un, re, in, dis) to decode words such as undo, reread, and untie as well as untied, rereading, and rereads. As they decode these words, they discuss, with prompting and support, the new meanings that the prefixes and suffixes provide. Second grade students recognize that suffixes and prefixes build new meanings and help them expand their vocabulary.   *Release:* They are able to correctly sort word and picture cards into various vowel team or syllable headings provided by the teacher (Primary Concepts Vowel Centers)  Lesson on this objective using *Henry and Mudge: The First Book:* <http://www.readwritethink.org/classroom-resources/lesson-plans/word-study-with-henry-806.html?tab=3#tabs>  Lesson using book *Chrysanthemum:* <http://www.readwritethink.org/classroom-resources/lesson-plans/phonic-generalizations-chrysanthemum-182.html?tab=3#tabs>  Online lessons on many reading standards, particularly good ones on syllables: (scroll down after clicking to link): <http://library.neuhaus.org/lessonets>  Second grade hi-frequency word list: <http://www.mrsperkins.com/files/dolch2nd.pdf> | RF.2.3.b,c,f |
| **22** | **Read grade-level text with purpose and understanding.**  *Why:*  Students need to understand the purpose for reading various texts before they read.  Students need to check for understanding/comprehension before, during and after reading. They need to learn how to self-monitor their comprehension and make repairs to their comprehension by using various strategies.  *Model:* Using any reading objective listed, teach students how to create their own PURPOSE for reading. This will have to be modeled many times by giving students various purposes for reading and explicitly telling them why it's important. It focuses our reading and helps us keep track of our understanding. Purposes for reading come naturally when looking at the book cover and coming up with "wondering" questions and predictions; recalling previous chapters give a natural purpose for reading as to what happens next (good readers automatically predict or wonder what might happen next). Other purposes for reading include :for enjoyment, to escape to another place, re-visiting a text to analyze it more closely -- vowels, high frequency words, "rich" words, theme, finding evidence to answer a response- to-prompt, etc.  *Scaffold:* Do together as a class with group discussion and consensus.  *Release:* Make this an integral part of any independent reading activity | RF.2.4.a |
| **23** | **Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.**  *Why:* Readability level affects fluency and comprehension. The rate of reading, or fluency, can affect comprehension. Students need to learn how to adjust their reading rate to increase accuracy with decoding and comprehension.  see learning objectives # 1thru #7, #18, and #19  Lesson on reading silly poetry aloud: <http://www.gigglepoetry.com/poetrytheater.aspx>  Many activities to measure and track fluency: <http://www.fcrr.org/Curriculum/pdf/GK-1/F_Final.pdf>  Video clip on teaching a student to re-read for improved fluency: <http://www.youtube.com/watch?v=rrrLJR7Zbq0&feature=related> | RF.2.4.b |
| **24** | **Confirm or self-correct words using context.**  *Why:*  Students need to check for understanding/comprehension before, during and after reading. They need to learn how to self-monitor their comprehension and make repairs to their comprehension by using various strategies.  Model: Show students the strategies they can use to self-monitor their understanding of what they're reading by modeling: <http://www.busyteacherscafe.com/literacy/fixup_strategies.html>  Use fix-up bookmarks and put up posters.  Video clip: <http://www.youtube.com/watch?v=CBzRMRy0LIk>  Kid-Friendly Learning Goals  Knowledge Targets   * I know strategies for decoding words.  I know rereading can improve my understanding.   Reasoning Targets   * I can use context to confirm the pronunciation of a word.  I can use context to confirm that what I have read makes sense.  I can reread if something does not make sense.  I can make changes to improve my understanding after rereading.   Performance Targets   * I can make corrections while reading orally. | RF.2.4.c |

***Assessments:***

* Writing assessment
* PBL rubric
* Weekly Spelling and Vocabulary Assessment
* *Measuring UP Live Online Assessment*
* *Reading Eggs* Lessons and Benchmarks

2.2 – Working Together

This 14-week interdisciplinary unit combines the literacy block and social studies period. In addition to the core basal Reading Street, students will focus on the way people make money, save money, spend money, choose/use goods and services, trade and transport goods. They will create a good or service and sell or barter it to other 2nd grade students (using pretend money) during Second Grade Market Day.

***Essential Questions:***

* How can jobs help people purchase goods and services?
* How do people make decisions about earning spending, and saving money?
* How do goods and services go from the factory to you?
* What are the differences and similarities between trading and bartering?

***Big Ideas:***

* There are different ways that people earn income and they use their income to purchase goods and services.
* Before the invention of paper money and coins, bartering was the first method of obtaining goods and services.
* Goods go from production in factories or farms to the consumer for purchase.
* An individual’s main source of income is usually a job and people make decisions as to how their money is spent.

***Videos and Images for Tier 1 Background Knowledge:***

Field trip to the money factory: <http://www.youtube.com/watch?v=-IBHbe-t-X4>

Design Your Own Dollar Bill online: <http://www.newmoney.gov/newmoney/dyob/index.html>

More money games and activities for second graders: <http://kids.usa.gov/play-games/money/index.shtml>

Money Song: <http://www.youtube.com/watch?v=W2I9AlYp2zk>

***Key Vocabulary*** *(the table contains vocabulary from Reading Street Unit 2)*

Income

Goods

Services

Tax

Factory

Trade

Transportation

Barter

Budget

Careers

***Authentic PBL:***

Working in groups, pairs, or individually, students will research and decide on a craft to make or service to provide (crafts like a bracelet, painting, baked goods, pet rocks, or service like telling a joke, sharpening your pencil, cleaning a desk, reading a book to someone).   They will sell their products to other 2nd grade classes during “2nd grade Marketplace Day” using pretend money.  They will determine how much money they made, whether the price was fair, and how they want to spend their money.  They will create a monthly budget based upon the sales of their product.   The budget will include the following: food, clothing, toys, games, a present for family members, etc.   Teachers will share photos of student products as well as student reflection writing pieces on their class website*.* Students will design and conduct a written research report on the craft/service they will perform for the 2nd Grade Market Place Day. Students will provide illustrations, written informative paragraphs with supporting-factual evidence, typed report on the computer, written reflection, and oral presentation of craft projects and services in front of peers.

PRE-WRITING-REPORT GRAPHIC ORGANIZER  
<http://www.teacherspayteachers.com/Product/GOT-IT-JOT-IT-A-Not-So-Boring-Note-Taking-and-Research-Organizer-846360>  
  
<http://www.teacherspayteachers.com/Product/Research-Circle-Map-28509>  
  
Rough Draft:  
<http://www.teacherspayteachers.com/Product/Research-Graphic-Organizer-195182>  
  
RESEARCH FORMAT TEMPLATES  
<http://www.teacherspayteachers.com/Product/Research-Writing-Formats-662128>  
  
<http://www.teacherspayteachers.com/Product/Research-Overview-Booklet-Careers-862974>

***POTENTIAL MARKETPLACE JOBS***

**2nd Grade List of Crafts and Services**

*         Painter/artist-making paintings*

*         Potter/sculptor-making pots/sculptures*

*         Desk Cleaner-cleaning service*

*         Pencil sharpener-wood work*

*         Jeweler-make beads*

*         Baker-making yummy deserts*

*         Chef-making healthy foods*

*         Comedian-telling jokes*

*         Botanist-Grows Plants*

*         Comedian-telling jokes*

*         Story teller-reading/telling stories*

*         Teacher*

*         Architect- build buildings*

*         Automotive Mechanic-making cars (little craft cars)*

         *Fashion Designer-making designs and clothes*

*         Toy maker-making toys*

*         Game designer/video games-creating games for peers to play*

*         Pet store keeper-selling pets (pet rocks)*

*         Singer-singing songs*

*         Dancer-dancing*

* *Writer/Author – writing and selling books*

*         Musician-making music*

*         Fitness instructor-doing exercise*

***Other Project Suggestion***

RECYCLABLE WATER BOTTLE PIGGY BANKS

Students will also learn the value of coins and even the smallest currency can add up to a great amount if managed well and saved. Students will create piggy banks out of recyclable water bottles and caps.

<http://www.pinterest.com/pin/136656169915396731/>

***Online Resources:***

<http://www.sfsocialstudies.com>

Link to budget worksheets for kids//<http://www.moneyandstuff.info/budgetworksheet.com>

Link to more lesson plan ideas about teaching budgeting <http://pbskids.org/democracy/parentseducators/budget.com>

Link to money games http://<http://www.practicalmoneyskills.com/games.com>

Second grade money and math literacy ideas for centers: <http://www.education.com/activity/second-grade/math/>

Reading Street Resources:

<http://www.falmouth.k12.ma.us/index.php/home/academics/english-language-arts/reading-street-documents>

[*http://classroom.jc-schools.net/waltkek/Second%20Grade%20Sites.html*](http://classroom.jc-schools.net/waltkek/Second%20Grade%20Sites.html)

**Second Grade**

**Scott Foresman Unit 3**

**Word Wall Words**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Week 1 | science | shoe | won | guess | village | pretty | watch |
| Week 2 | picture | school | answer | wash | parents | company | faraway |
| Week 3 | today | whatever | caught | believe | been | finally | tomorrow |
| Week 4 | their | many | alone | buy | half | youngest | daughters |
| Week 5 | only | question | clothes | money | hours | neighbor | taught |

|  |  |
| --- | --- |
| Week 1 | Long e: e, ee, ea, y |
| Week 2 | Long o: o, oa, ow |
| Week 3 | Compound words |
| Week 4 | Long i: i, ie, igh, y |
| Week 5 | Comparative Endings |

**Phonics Skills** **Genre and Comprehension**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1 | Animal Fantasy | Author’s Purpose | Story Structure |
| Week 2 | Realistic Fiction | Draw Conclusions | Visualize |
| Week 3 | Folk Tale | Cause and Effect | Monitor and Fix Up |
| Week 4 | Realistic Fiction | Theme and Plot | Predict |
| Week 5 | Biography | Cause and Effect | Monitor and Fix Up |

**Spelling Words** (\* Words in the selection)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
| read | goat | basketball | find | \* sooner |
| feel | hold | someone | \*child | \* soonest |
| easy | \* show | weekend | sky | hotter |
| deep | most | something | bright | hottest |
| \* seat | bowl | birthday | wild | busier |
| party | float | \* riverbank | fly | busiest |
| \* wheel | toast | bathtub | right | happier |
| \* leave | ago | backyard | flight | happiest |
| windy | \* open | driveway | spider | \* smaller |
| sleep | \* told | bedtime | \* cry | \* smallest |
| teeth | toad | raindrop | blind | fatter |
| team | slow | mailbox | \* myself | fattest |
| *wreath* | *almost* | *grandparent* | *frighten* | *angrier* |
| *season* | *throat* | *rattlesnake* | *arrival* | *angriest* |
| *eagle* | *hollow* | *earthquake* | *identify* | *straighter* |
|  |  |  |  | *straightest* |

**Second Grade**

**Scott Foresman Unit 4**

**Word Wall Words** *(words in italics are being reviewed)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Week 1 | *mother* | *father* | *warm* | *family* | *ago* |  |  |
|  | *beautiful* | *country* | *friend* | *front* | *someone* |  |  |
| Week 2 | *water* | *animals* | *warm* | *people* | *ago* |  |  |
|  | *everywhere* | *live* | *work* | *woman* | *machines* | *move* | *world* |
| Week 3 | *water* | *eyes* | *gone* | *break* | *behind* |  |  |
|  | *bear* | *build* | *couldn’t* | *father* | *love* | *mother* | *straight* |
| Week 4 | *friend* | *move* | *love* | *pretty* | *school* |  |  |
|  | *animals* | *early* | *eyes* | *full* | *warm* | *water* |  |
| Week 5 | *world* | *learn* | *love* | *move* | *friend* |  |  |
|  | *together* | *very* | *learn* | *often* | *though* | *gone* | *pieces* |

|  |  |
| --- | --- |
| Week 1 | Syllables C + le |
| Week 2 | Vowels oo, u |
| Week 3 | Diphthongs ou, ow/, ou/ |
| Week 4 | Diphthongs oi, oy |
| Week 5 | Vowels oo, ue, ew, ui |

**Phonics Skills** **Genre and Comprehension**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1 | Realistic Fiction | Compare and Contrast | Story Structure |
| Week 2 | Expository Nonfiction | Fact and Opinion | Ask Questions |
| Week 3 | Expository Nonfiction | Compare and Contrast | Graphic Organizer |
| Week 4 | Narrative Poem | Theme and Plot | Summarize |
| Week 5 | Narrative Nonfiction | Fact and Opinion | Ask Questions |

**Spelling Words** (\* Words in the selection)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
| ankle | \* put | \* around | joy | too |
| title | \* cook | \* about | noise | \* new |
| \* apple | stood | gown | royal | fruit |
| cable | \* full | sound | moist | blue |
| purple | wood | flower | broil | \* true |
| able | July | howl | cowboy | \* cool |
| bugle | shook | \* ground | spoil | suit |
| bundle | \* push | pound | joint | spoon |
| bubble | pull | crown | foil | clue |
| giggle | brook | south | enjoy | juice |
| sparkle | hook | mouse | destroy | drew |
| tickle | hood | downtown | loyal | flew |
| *mumble* | *pudding* | *mountain* | *employee* | *cruise* |
| *scramble* | *cushion* | *boundary* | *corduroy* | *nephew* |
| *twinkle* | *footprint* | *drowsy* | *turquoise* | *shampoo* |

**Read Alouds**

*A Chair for My Mother* -- Acclaimed author/illustrator Vera Williams tells of a young girl, who along with her waitress mother, saves coins in a big jar in hopes that they can someday buy a big, new, comfortable chair for their [apartment](http://www.scholastic.com/content/) — the kind of chair her mother deserves after being on her feet all day in the Blue Tile Diner. Into the jar also goes the money Grandma saves whenever she gets a bargain at the market. There hasn't been a comfortable place to sit in the apartment since a fire in their previous apartment burned everything to "charcoal and ashes." Finally the jar is full, the coins are rolled, and in the book's crowning moment mother, daughter, and Grandma search four different [furniture stores](http://www.scholastic.com/content/), and after carefully trying several chairs — like Goldilocks — they find the chair they've been dreaming of at last.

Study Guide and Lessons: <http://www.pcboe.net/les/elderweb/HARCOURt.com>PDF file

Listen to the story on line-Reading Rainbow: http://<http://www.youtube.com/watch?v=9Ch3klCpLQs>

Lesson Plans, Vocab, Test: [www.connected-learning.org/Products/wkeehflu2.doc](http://www.connected-learning.org/Products/wkeehflu2.doc)

**A CHAIR FOR MY MOTHER BOOK STUDY AND COMPREHENSION QUESTIONS**

<http://www.teacherspayteachers.com/Product/A-Chair-For-My-Mother-Story-Map-and-Comprehension-Questions-460856>

**A CHAIR FOR MY MOTHER LESSON PLANS**

<http://www.teacherspayteachers.com/Product/A-Chair-for-My-Mother-Lesson-Plans-Activities-Package-CCSS-411651>

**A CHAIR FOR MY MOTHER LESSON PLANS**

<http://www.teacherspayteachers.com/Product/FREE-A-Chair-For-My-Mother-Harcourt-Storytown-Lesson-21-201635>

**WRITING EXTENSION:**

Does your family, or maybe just you, have a change jar? Are you saving up for something special? In the space below, write about what you are saving for and how much money you think you’ll need. If you don’t have a change jar, write and draw about what you’d like to save for.

**http://www.teacherspayteachers.com/Product/A-Chair-for-My-Mother-Writing-Extension-33607**

**AUTHOR STUDY/BOOK REPORT-PROJECT**

<http://www.teacherspayteachers.com/Product/Author-Study-writing-a-book-report-588372>

<http://www.teacherspayteachers.com/Product/Author-Studies-Handbook-for-Book-Clubs-29307>

<http://www.teacherspayteachers.com/Product/Author-Study-Pack-792864>

<http://www.teacherspayteachers.com/Product/Author-Study-Choice-Boards-854916>

<http://www.teacherspayteachers.com/Product/Author-Study-Choice-Board-858859>

<http://www.teacherspayteachers.com/Product/Author-Study-Tic-Tac-Toe-362409>

**Lesson on Creating a Vera B. Williams Biography**

MO: SWBAT conduct an online research and create a written biography of our author in focus this trimester, "Vera B. Williams" through completing a biography graphic organizer and template.  
  
AS: Computers/mini ipads, biography anchor chart.  
Biography Organizer  
<http://www.teacherspayteachers.com/Product/Biography-Fact-Organzer-Template-538918>  
<http://www.teacherspayteachers.com/Product/Biography-Report-Template-81413>  
Biography Template  
<http://www.teacherspayteachers.com/Product/Biography-template-253028>  
  
<http://www.teacherspayteachers.com/Product/Biography-Project-Template-660532>  
  
TM: Teacher will display the biography anchor chart and define what a biography is-A **biography** or **bio** is a detailed description or account of a person's life. Biographies entail more than basic facts (education, work, relationships, and death) - a biography also portrays a subject's experience of these events. A biography presents a subject's life story, highlighting various aspects of his or her life, including intimate details of experience, and may include an analysis of the author's personality. Biographical works are mostly non-fiction, but fiction can also be used to portray a person's life.  
Teacher will model what to include in Vera B. William's biography-date of birth, where he or she lives/lived, interests, pieces of work, their experiences in childhood, experiences as an adult, their inspirations...etc.  
  
GP: Students will perform online or text research on Vera B. Williams as the teacher closely monitors research activities as students work in pairs or individually.  
  
IP: Students will complete the biography organizer and begin to create a rough draft as they pre-write their thoughts on the graphic organizer.  
  
CU: Students will perform a whole group share among their peers and teachers to discuss the findings and results that they have found on Vera B. Williams.

Lesson for Creating an Outline for a Vera. B. Williams Timeline

MO:SWBAT design an d create a timeline of their life and the life of Vera B. Williams through online research and completing timeline templates.  
  
AS:timeline anchor chart, mini ipads, and computers, biography information on Vera B. Williams  
  
<http://www.teacherspayteachers.com/Product/Timeline-of-my-Life-515923>  
  
TM: Teacher will display an anchor chart on timelines and define what exactly is a timeline-a timeline is used to place in sequential order a list of events that have occurred in history or in someone's life in numerical order. The teacher will provide a sample of a timeline so that students can see that there is a horizontal line running from left to right with dates in numerical order and below or above the dates are events listed along with supporting details/importance.  
  
GP: Students and teacher will model how to create a timeline together of their school year so far in 2nd grade and list important events that have occurred organized in numerical order. Students will also practice reading a timeline and getting familiar with the parts of a timeline.  
  
IP: Students will create their own timelines of themselves and if time allows, they can complete a timeline on Vera B. Williams.  
  
CU: During a whole group share, students will discuss their results and present their timelines in front of their peers.

***Read Aloud Novels***

*Matilda*, *BFG*, etc. -- Books by Roald (pronounced “Roo-all”) Dahl

<http://www.teacherspayteachers.com/Product/Matilda-Reading-Guide-824328>

Matilda Test

<http://www.teacherspayteachers.com/Product/Matilda-Test-486567>

*A Cricket in Times Square* by George Selden

*The Mouse and the Motorcycle* by Beverly Cleary

*Henry and Ribsy* by Beverly Cleary

*The Lion, The Witch, and the Wardrobe* by C.S. Lewis

|  |  |  |
| --- | --- | --- |
| **Dates Assessed** | **Common Core Standards**  **STUDENT LEARNING OBJECTIVES** | **CCSS** |
|  | Describe how characters in a story respond to major events and challenges.  MO: SWBAT Describe how characters in a story respond to major events and challenges through participating in a read aloud of the novel "Matilda" by Roald Dahl and completing a graphic organizer in literature circles.   AS: Novel, "Matilda" by Roald Dahl and copies of chapters 1-2, Literature Circle role sheets, anchor chart on "Characters responding to major events/challenges of a story."  Additional Resources/Worksheets: 2nd Grade Lesson on How Characters Response to Major Events and Challenges <http://www.teacherspayteachers.com/Product/2nd-Grade-Reading-Lesson-Graphic-Organizer-Common-Core-Standards-308637>   Character Response Sheet <http://www.teacherspayteachers.com/Product/Character-Response-to-Major-Event-or-Challenge-Common-Core-ELA-RL23-223565>   Graphic Organizer <http://www.teacherspayteachers.com/Product/RL23-Graphic-Organizer-2nd-grade-878152>   TM: Teacher will display and discuss the anchor chart on how characters will respond to major events of a story. The teacher will proceed to perform a read aloud and "think aloud" with the students about the characters and the events that have occurred within the story so far.  GP: Both teacher and students will review their "thoughts “for their think aloud and discuss the various roles expected within a literature circle and what each person is required to do within their group. The teacher will also model good listening and speaking skills that should take place within each literature circle.  IP: Students will be assigned to a chapter or specific event of the book. Each student has a role: word wizard (searches for words), illustrator (draws the pictures), the connector (makes connections), summarizer (summarizes the story), and the discussion director (leads the discussion). Students will be grouped with 4-5 peers and must complete a check for understanding sheet that pertains to their specific role.  CU: When completed, student groups will present their findings and assess and evaluate their peer groups and themselves through completing a literature circle evaluation checklist  **2nd Grade Lesson on How Characters Response to Major Events and Challenges**  <http://www.teacherspayteachers.com/Product/2nd-Grade-Reading-Lesson-Graphic-Organizer-Common-Core-Standards-308637>  **Character Response Sheet**  <http://www.teacherspayteachers.com/Product/Character-Response-to-Major-Event-or-Challenge-Common-Core-ELA-RL23-223565>  <http://www.teacherspayteachers.com/Product/RL23-Graphic-Organizer-2nd-grade-878152>  **Officer Buckle and Gloria**  <http://www.teacherspayteachers.com/Product/Graphic-Organizer-for-Officer-Buckle-and-Gloria-398338> | RL.2.3 |
| **2** | Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot.  **Illustration Graphic Organizer**  <http://www.teacherspayteachers.com/Product/Illustration-Prediction-Graphic-Organizer-639299>  **Illustrate Main Events within a Story**  <http://www.teacherspayteachers.com/Product/Illustrating-Main-Events-in-a-Story-461342>  <http://www.teacherspayteachers.com/Product/Matilda-During-Reading-VisualizingSummarizing-Outline-268241> | RL.2.7 |
| **3** | Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text.  MO: SWBAT Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text and practice fluency through expression and intonation as each student reader takes turns reading different pages of the story, "Tara and Tiree."  WHO, WHAT WHERE WHEN, WHY ,+ HOW ACTIVITIES: <http://www.teacherspayteachers.com/Product/Teacher-Investigators-using-Who-What-Where-When-Why-How-871467>  <http://www.teacherspayteachers.com/Product/Graphic-Organizer-Who-What-When-and-Where-347642>  <http://www.teacherspayteachers.com/Product/Asking-Questions-Graphic-Organizer-Who-What-When-Where-Why-and-How-367968>   5 W'S FOLDABLE FLAP BOOK <http://www.teacherspayteachers.com/Product/Who-What-When-Where-Why-Foldable-623600>  AS: READING STREET TEXT BOOKS STUDENT EDITION 2.1, TEACHER'S READING STREET EDITION UNIT 2, ANCHOR CHART ON THE 6 ESSENTIAL QUESTIONS-5W'S+HOW.  TM: Teacher will display the anchor chart on the 6 essential questions-5W's+How and go over what each question is looking for. Model and remind students that an excellent Lady Liberty Scholar Reader always searches for the answers to solve these essential questions when reading a story.  GP: The teacher will lead and encourage students to perform a "picture walk," make any predictions about the story through using the title, cover page, and illustrations, and also create inferences/connections student may have with the text. Students will then take turns practicing fluency their expression and intonation of voice.   Through using the Reading Street teacher's edition, the teacher will ask reinforcement questions based on sequence, details, cause and effect, draw conclusions/inferential, analyze, summarize, and characters and setting.  IP: Students will complete the essential 6 questions- 5W's+How based on the story, "Tara and Tiree" through the use of a graphic organizer.  Additional work: practice book 2.1 p. 56-57 CU: Students will return to the carpet for a whole group share of the responses they have based on the reading. | RI.2.1 |
| **4** | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.  **Main idea/topic-Graphic Organizers**  <http://www.teacherspayteachers.com/Product/Main-Idea-Key-Details-629368>  <http://www.teacherspayteachers.com/Product/Main-Idea-and-Key-Details-graphic-organizer-827379>  <http://www.teacherspayteachers.com/Product/Main-Idea-and-Details-Thinking-Maps-926719>  <http://www.teacherspayteachers.com/Product/Topic-Main-Idea-Supporting-Details-Graphic-Organizer-602064>  <http://www.teacherspayteachers.com/Product/Main-Idea-House-861773>  **Main Idea School Project**  <http://www.teacherspayteachers.com/Product/Main-Idea-MenuChoice-Board-FREEBIE-737993>  **Topics Vs. Topic Sentences: (Incorporated in whole group instruction/centers)**  <http://www.teacherspayteachers.com/Product/Topics-vs-Topic-Sentences-677750> | RI.2.2 |
| **5** | Describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text.  **Non-fiction Discussion Cards**  <http://www.teacherspayteachers.com/Product/Common-Core-Nonfiction-Discussion-Cards-2nd-Grade-642953>  **Text Connections Graphic Organizer**  <http://www.teacherspayteachers.com/Product/Text-Connections-Self-Text-and-World-330080>  **Creative Writing Thanksgiving Story**  <http://www.teacherspayteachers.com/Product/Thanksgiving-Story-166944> | RI.2.3 |
| **6** | Identify and use various text features (e.g., *captions*), to locate key facts or information and to determine the meaning of words and phrases relevant to a grade two topic.  **Using Captions in Illustrations (non-fiction)**  <http://www.teacherspayteachers.com/Product/Non-Fiction-Books-Using-Captions-and-Illustrations-199406>  **Fact Vs. Opinion Worksheet**  <http://www.teacherspayteachers.com/Product/Fact-and-Opinion-Worksheet-Activity-Page-220747>  **Fact Vs. Opinion Reading Station**  <http://www.teacherspayteachers.com/Product/Fact-or-Opinion-Reading-Center-Station-Activity-Game-FREE-640621>  **Fact Graphic Organizer**  <http://www.teacherspayteachers.com/Product/Reading-Log-for-Informational-Text-776267> | RI.2.4; RI.2.5 |
| **7** | Identify the main purpose of a text and what the author wants to answer, explain, or describe.  **Author's Purpose Graphic Organizer**  <http://www.teacherspayteachers.com/Product/Story-Map-Designed-for-Harcourt-Main-Selection-527265> | RI.2.6 |
| **8** | Describe an image (e.g., picture, graphic) from a text and explain how the image contributes and clarifies the text.  <http://www.teacherspayteachers.com/Product/Matilda-During-Reading-VisualizingSummarizing-Outline-268241> | RI.2.7 |
| **9** | Describe how reasons support specific points the author makes in a text.  **Author's Purpose Graphic Organizer**  <http://www.teacherspayteachers.com/Product/Story-Map-Designed-for-Harcourt-Main-Selection-527265> | RI.2.8 |
| **10** | Compare and contrast the most important points presented by two texts on the same topic.  **Compare and Contrast Organizer**  <http://www.teacherspayteachers.com/Product/Compare-and-Contrast-Text-Frame-Graphic-Organizer-759331> | RI.2.9 |
| **11** | Read regularly spelled one-syllable words correctly by distinguishing long and short vowels. | RF.2.3.a |
| **12** | * Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel digraphs (e.g. *ai, ea, ee,* ***ie, oa, oo***).   <http://www.teacherspayteachers.com/Product/Long-E-Dominoes-Game-with-Recording-Sheet-ee-e_e-ey-y-ie-ea-e-157999>   * Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. ***au, ou/ow****, oi/oy)*.   <http://www.teacherspayteachers.com/Product/Saxon-Phonics-First-Grade-Smartboard-Lessons-91-102-397522>   * Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for r-controlled vowels (e.g. ***ar****, er, ir,* ***or,*** *ur).*   <http://www.teacherspayteachers.com/Product/Phonics-Game-R-Contolled-Vowels-Freebie-ar-er-ir-or-ur-834003>  <http://www.teacherspayteachers.com/Product/Captains-Crew-R-Controlled-Vowels-ar-er-ir-or-ur-231030>   * Apply vowel pattern pronunciation generalizations to read words with these vowel digraphs, vowel diphthongs, and r-controlled vowels.   <http://www.teacherspayteachers.com/Product/R-Controlled-Vowels-Phonics-Poetry-439704>  <http://www.teacherspayteachers.com/Product/R-Controlled-Vowels-Dice-Roll-Reading-Game-557469> | RF.2.3.b |
| **13** | Decode regularly spelled two-syllable words with long vowels.  **Common Core online videos teaching how to decode syllables within long vowel words.**  <http://learnzillion.com/lessons/572-decode-the-long-o-vowel-sound-in-open-syllables>  <http://www.youtube.com/watch?v=Avz7hY5Rk9U>  <http://www.youtube.com/watch?v=7q4OR5U2qwI>  <http://www.youtube.com/watch?v=GBcijqnavvY>  <http://www.k12reader.com/worksheet/syllable-counting/>    **Syllable Centers/Work Stations for ELA**  <http://www.teacherspayteachers.com/Product/Syllable-Sort-Literacy-Work-Station-222090>  <http://www.teacherspayteachers.com/Product/Syllables-for-Fall-FREEBIE-874130>  <http://www.teacherspayteachers.com/Product/Syllable-Sort-For-Christmas--172771>  <http://www.teacherspayteachers.com/Product/Syllable-Cards-860880>  <http://www.teacherspayteachers.com/Product/Reading-Two-and-Three-Syllable-Words-245510>  <http://www.teacherspayteachers.com/Product/Syllable-Count-Card-Game-796226> | RF.2.3.c |
| **14** | Sight-read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression.  **Sight Word Fluency Activities**  <http://www.teacherspayteachers.com/Product/Sight-Word-Fluency-See-Say-Write-515355>  <http://www.teacherspayteachers.com/Product/Sight-Word-Fluency-See-Say-Write-11-20-515379>  <http://www.teacherspayteachers.com/Product/Racing-Through-Sight-Word-Fluency-701825>  <http://www.teacherspayteachers.com/Product/Sight-Word-Phrases-for-Fluency-and-Sight-word-Recognition-Practice-208448> | RF.2.3.f |
| **15** | Read grade-level text with purpose and understanding. | RF.2.4.a |
| **16** | Apply decoding skills and use punctuation as cues to read grade-level text with appropriate rate, and expression.  **Fluency Follow-up Activities**  <http://www.teacherspayteachers.com/Product/Common-Core-Oral-Reading-With-Expression-175069>  <http://www.teacherspayteachers.com/Product/Expression-and-Fluency-Online-Activity-253520> | RF.2.4.b |
| **17** | Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.  <http://www.teacherspayteachers.com/Product/Reading-WALT-and-Success-Criteria-for-Y3-to-Y6-271713>  <http://www.teacherspayteachers.com/Product/Set-of-Reading-Strategy-Cards-384673>  <http://www.teacherspayteachers.com/Product/Decoding-Strategies-951439>  <http://www.teacherspayteachers.com/Product/Decoding-Strategy-Posters-FREE-773682>  <http://www.teacherspayteachers.com/Product/Decoding-Strategies-using-Beanie-Babies-378416> | RF.2.4.c |
| **18** | Apply the writing process to develop an informative/explanatory text including facts and definitions derived from research and a closing statement.  <http://www.teacherspayteachers.com/Product/Research-Graphic-Organizer-195182> | W.2.2; W.2.8 |
| **19** | Work with a group to research a topic and generate ideas for an informational paragraph.  <http://www.teacherspayteachers.com/Product/Research-Writing-Formats-662128>  <http://www.teacherspayteachers.com/Product/Research-Overview-Booklet-Careers-862974>  **MO:** SWBAT investigate and analyze various crafts and services in which grasps their interest to perform for our “2nd Grade Community Marketplace Day" through online research with the use of classroom computers and mini ipads. Students will also conduct and produce a simple written research report **(rough draft)** on the craft or service they would like to perform with facts, supporting evidence, and persuasive opinion along with a detailed illustration of their work position.  Common Core Standards:   |  | | --- | | Apply the writing process to develop an informative/explanatory text including facts and definitions derived from research and a closing statement.2.2-2.8 | | Work with a group to research a topic and generate ideas for an informational paragraph. 2.7 |   **(2nd Grade Market Place-Ms. Ford's PBL)** Working in groups, pairs, or individually, students will research and decide on a craft to make or service to provide (crafts like a bracelet, painting, baked goods, pet rocks, or service like telling a joke, sharpening your pencil, cleaning a desk, reading a book to someone).   They will sell their products to other 2nd grade classes during “2nd grade Marketplace Day” using pretend money.  They will determine how much money they made, whether the price was fair, and how they want to spend their money.  They will create a monthly budget based upon the sales of their product.   The budget will include the following: food, clothing, toys, games, a present for family members, etc.   Teachers will share photos of student products as well as student reflection writing pieces on their class website*.* ***BACKGROUND KNOWLEDGE:***  Field trip to the money factory: <http://www.youtube.com/watch?v=-IBHbe-t-X4>  Design Your Own Dollar Bill online: <http://www.newmoney.gov/newmoney/dyob/index.html>  More money games and activities for second graders: <http://kids.usa.gov/play-games/money/index.shtml>  Money Song:  <http://www.youtube.com/watch?v=W2I9AlYp2zk>  **AS:**A list of potential 2nd Grade Services and Crafts, Classroom Computers, Mini ipads, crayons, colored pencils, regular pencils, lined paper and drawing paper.  **TM:** The teacher will read aloud a community helpers book and emphasize how each worker is unique and contributes to our community. The teacher will also express the importance of saving and earning money for the future in order to provide for themselves as they get older. Students will learn about their assigned writing task which is to create a simple research report on a specific service or craft that they desire to perform for our "2nd Grade Market Place Day." The teacher will further explain what occurs on "2nd Grade Marketplace Day" in which they will perform their crafts and services towards the other 2nd grade classes in exchange for "play money" and will learn how to sustain a monthly budget.  **GP:** The teacher will provide a sample service/craft in which a community worker can do such as: a "Painter." Students will practice fluency through taking turns reading the specified description of this job and the requirements of this service. The teacher will also provide a sample research report based on this position to showcase specific expectations for 2nd grade students to write and complete.  Jobs in the Community Worksheet: [**http://www.teacherspayteachers.com/Product/Jobs-in-the-Community-Worksheet-487642**](http://www.teacherspayteachers.com/Product/Jobs-in-the-Community-Worksheet-487642) **CU:** Before students are sent to the computers and ipads to research potential community jobs, ask students what they are specifically researching and which websites they are only allowed to go on. Also have students recall and recite again specific directions on how to complete a research report. (Having students practicing how to listen to the speaker and following directions.)  **IP:** Students will work with pairs to conduct their research on potential community positions and services. Students will complete a written report in paragraph form of their research and final decision for their service/craft. Students will also illustrate pictures of their positions with labels and specified descriptions.  PRE-WRITING-REPORT GRAPHIC ORGANIZER <http://www.teacherspayteachers.com/Product/GOT-IT-JOT-IT-A-Not-So-Boring-Note-Taking-and-Research-Organizer-846360>  <http://www.teacherspayteachers.com/Product/Research-Circle-Map-28509>  Rough Draft: <http://www.teacherspayteachers.com/Product/Research-Graphic-Organizer-195182>  RESEARCH FORMAT TEMPLATES <http://www.teacherspayteachers.com/Product/Research-Writing-Formats-662128>  <http://www.teacherspayteachers.com/Product/Research-Overview-Booklet-Careers-862974> **CU:** Students will return to the carpet to participate in a whole group share in which students will present their research projects among their peers. | W.2.7 |
| **20** | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing and checking and correcting spelling using beginning dictionaries and other reference materials.  **MO:**SWBAT investigate and analyze various crafts and services in which grasps their interest to perform for our " 2nd Grade Community Marketplace Day" through online research with the use of classroom computers and mini ipads. Students will also conduct and produce a simple written research report **(Revising and Peer Editing)** on the craft or service they would like to perform with facts, supporting evidence, and persuasive opinion along with a detailed illustration of their work position.  Common Core Standards:   |  | | --- | | Apply the writing process to develop an informative/explanatory text including facts and definitions derived from research and a closing statement.2.2-2.8 | | Work with a group to research a topic and generate ideas for an informational paragraph. 2.7 |   **(2nd Grade Market Place-Ms. Ford's PBL)** Working in groups, pairs, or individually, students will research and decide on a craft to make or service to provide (crafts like a bracelet, painting, baked goods, pet rocks, or service like telling a joke, sharpening your pencil, cleaning a desk, reading a book to someone).   They will sell their products to other 2nd grade classes during “2nd grade Marketplace Day” using pretend money.  They will determine how much money they made, whether the price was fair, and how they want to spend their money.  They will create a monthly budget based upon the sales of their product.   The budget will include the following: food, clothing, toys, games, a present for family members, etc.   Teachers will share photos of student products as well as student reflection writing pieces on their class website*.* ***BACKGROUND KNOWLEDGE:***  Field trip to the money factory: <http://www.youtube.com/watch?v=-IBHbe-t-X4>  Design Your Own Dollar Bill online: <http://www.newmoney.gov/newmoney/dyob/index.html>  More money games and activities for second graders: <http://kids.usa.gov/play-games/money/index.shtml>  Money Song:  <http://www.youtube.com/watch?v=W2I9AlYp2zk>  **AS:**A list of potential 2nd Grade Services and Crafts, Classroom Computers, Mini ipads, crayons, colored pencils, regular pencils, lined paper and drawing paper.  **TM:**The teacher will model correct revising independantly and ideal peer editing. The teacher will also express the importance of saving and earning money for the future in order to provide for themselves as they get older. Students will learn about their assigned writing task which is to create a simple research report on a specific service or craft that they desire to perform for our "2nd Grade Market Place Day." The teacher will further explain what occurs on "2nd Grade Marketplace Day" in which they will perform their crafts and services towards the other 2nd grade classes in exchange for "play money" and will learn how to sustain a monthly budget.  **GP:** The teacher will provide a sample service/craft in which a community worker can do such as: a "Painter." Students will practice fluency through taking turns reading the specified description of this job and the requirements of this service. The teacher will also provide a sample research report based on this position to showcase specific expectations for 2nd grade students to write and complete. Students will model and practice ideal peer editing and how it should look like.   **CU:** Before students are sent to the computers and ipads to research potential community jobs, ask students what they are specifically researching and which websites they are only allowed to go on. Also have students recall and recite again specific directions on how to complete a research report. (Having students practicing how to listen to the speaker and following directions.) Ask students to recite the rules for revising and peer editing step by step with clear and consistent directions and expectations.  **IP:** Students will work with pairs to conduct their research on potential community positions and services. Students will complete a written report in paragraph form of their research and final decision for their service/craft. Students will also illustrate pictures of their positions with labels and specified descriptions. Students will revise quietly on their own and then partner off to peer edit their peer's work. <http://www.teacherspayteachers.com/Product/Find-It-and-Fix-It-A-Fun-Way-to-Edit-and-Revise-Student-Writing-656787>  <http://www.teacherspayteachers.com/Product/Peer-Conferencing-Form-for-Writers-Workshop-239834>  <http://www.teacherspayteachers.com/Product/Revising-a-Sentence-Graphic-Organizer-284892>  **CU:** Students will return to the carpet to participate in a whole group share/ classroom community talk on their experiences in revising and peer editing. | W.2.5; L.2.2.e |
| **21** | With guidance and support, produce and publish a writing piece using digital tools (e.g., a wiki).  <http://www.teacherspayteachers.com/Product/A-Guide-for-Internet-Safety-and-Etiquette-528650> | W.2.6 |
| **22** | Develop textual connections and meaning through book discussions and ask questions to clarify understanding while maintaining a respectful interchange and balanced participation in a group setting.  <http://www.teacherspayteachers.com/Product/Literature-Circle-Role-Posters-302460> | SL.2.1.a,b,c |
| **23** | Recount or describe key ideas and details from a text or information presented in any form (e.g., read aloud, movie, book on tape).  <http://www.teacherspayteachers.com/Product/Matilda-Book-and-Movie-Venn-Diagram-592389> | SL.2.2 |
| **24** | Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.  <http://www.teacherspayteachers.com/Product/Reading-Comprehension-Sentence-Starter-Cards-Free-347236> | SL.2.3 |
| **25** | Tell a story using coherent sentences, appropriate facts and relevant, descriptive details, speaking audibly.  **Partner Fluency Evaluation Checklists** [**http://www.teacherspayteachers.com/Product/Partner-Read-Checklist-320304**](http://www.teacherspayteachers.com/Product/Partner-Read-Checklist-320304) | SL.2.4; SL.2.6 |
| **26** | Produce audio recordings of stories or poems, adding drawings or visual displays of experiences appropriately to clarify ideas, thoughts, and feelings.  Students will record their fluency in reading their spelling words on mini ipads and self-reflecting on a fluency evaluation checklist. [**http://www.teacherspayteachers.com/Product/iPad-Fluency-Station-566505**](http://www.teacherspayteachers.com/Product/iPad-Fluency-Station-566505) | SL.2.5 |
| **27** | Use collective nouns (e.g., team), reflexive pronouns (e.g., myself), adjectives, and adverbs appropriately when writing or speaking.  <http://www.teacherspayteachers.com/Product/Common-Core-Language-411343> | L.2.1. a, c, e |
| **28** | Compose a friendly letter in which commas are used correctly in a greeting and closing.  <http://www.teacherspayteachers.com/Product/Friendly-Letter-Cut-and-Paste-306957>  <http://www.teacherspayteachers.com/Product/Letter-Writing-Paper-Friendly-Letter-596390>  <http://www.teacherspayteachers.com/Product/Friendly-Letter-Planner-with-5-Parts-165376>  <http://www.teacherspayteachers.com/Product/Friendly-Letter-Writing-Checklist-self-assessment-656069>  http://www.teacherspayteachers.com/Product/Friendly-Letter-Template-Printout-618324 | L.2.2.b |
| **29** | Check the spelling and clarify the meaning of words or phrases using a print or digital dictionary.  <http://www.teacherspayteachers.com/Product/Dictionary-Skills-900276>  Mini ipad template for online dictionary words  <http://www.teacherspayteachers.com/Product/Spelling-Activity-for-Any-List-2-341331>  Dictionary Detectives  <http://www.teacherspayteachers.com/Product/Dictionary-Detectives-721089> | L.2.2.e; L.2.4.e |

Assessments:

* Scott Foresman Leveled Reader Vocabulary and Comprehension Test
* Scott Foresman Selection Test
* All About My Family Book Rubric (rubric directly refers to standards)
* Weekly Spelling and Vocabulary Assessment
* *Measuring UP Live*
* *Reading Eggs* Lessons and Benchmarks

2-3: Reach for the Stars!

This 15-week interdisciplinary unit will focus on our solar system and the cosmos. They will be learning and expected to show mastery in several mental addition and subtraction strategies within 20, contractions, the final set of words that completes 2nd grade sight words, correctly chunking 2- and 3- syllable words, using irregular plural nouns and irregular verbs, and adverbs, dipthongs, and digraphs.

**Essential Questions:**

* What are the sun and stars? Where do they come from?
* What is in outer space?
* Why is it important to explore outer space?

**Big Ideas:**

* The sun and stars are a source of energy, light, and heat.
* The earth revolves around the sun along with the other planets within the solar system.
* The earth revolves (spins); one revolution takes one day (24 hours, sunrise and sunset).
* When it is day where you are, it is night on the opposite side of the earth.
* It’s important to understand outer space because it helps us understand our earth and why earth is inhabitable.

**Online Resources:**

<http://bcmnc.blount.k12.al.us/space_theme_links.htm>

<http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/1157/1_oursolarsystem.pdf>

<http://www.yale.edu/ynhti/curriculum/units/1996/6/96.06.08.x.html#b>

**Videos for Tier 1 Background Knowledge:**

National Geographic Video for kids: <http://video.nationalgeographic.com/video/kids/science-space-kids/solar-system-101-kids/>

Song about Solar System: <http://www.youtube.com/watch?v=BZ-qLUIj_A0&feature=related>

Space: <http://video.nationalgeographic.com/video/kids/science-space-kids/solar-system-101-kids/>

Amazing Images from Hubble Telescope: <http://www.youtube.com/watch?v=82CxyDX2yns&feature=relmfu>

How Hubble Telescope Works: <http://www.youtube.com/watch?v=Jv59B58L4FM>

**Materials:**

Solar System Kits

Various books about solar system

**Field Trip:**

Dreyfuss Planetarium at The Newark Museum

***Suggested Authentic PBL***

\*Have students in groups of 3-4 conduct research on an assigned planet in the solar system and present their findings/posters to their peers. They will become “Science Teachers” or “Planet Experts” for the day and teach their classmates new knowledge they have found about their assigned planet.-Peer Learning Activity-

Online Research (mini ipads/computers) as well as Tangible Encyclopedias and Dictionaries should be incorporated as reference materials.

\***Students who present and are “2nd Grade Planet Experts/Teachers” can get ‘Dressed for Success’ while teaching the class on their assigned day to present! (Boys suit and tie/Girls dresses, nice blouses)**

***Other Relevant Projects***

* Earth Day will be emphasized and celebrated on April 22nd. **Please ensure students are learning about the importance of taking care and respecting our Planet Earth-Reduce, Reuse, Recycle**. Students will read “The Lorax” by Dr. Suess and watch the movies “Fergullay” and “The Lorax” for deeper reflections and interpretation of respecting our Planet Earth and how cause & effect circumstances can change our earth. Students will write persuasive writing pieces to President Obama on how we can make our world a better place to live in through eco-friendly suggestions and ideas. 2nd grade will collectively mail these letters to the White House.

<http://www2.epa.gov/education>

* 2nd Grade Contests to Participate:
  + **Environmental Protection Agency Website/Contests:**
  + <http://www2.epa.gov/sunwise/sunwise-shade-poster-contest>
  + <http://www2.epa.gov/education/presidents-environmental-youth-award>
* Students can create recyclable robots, bird feeders, newspapers, and gardens within our classroom/school.

***Core Readings***

Scott Foresman Reading Street

Links to everything for this resource: assessments, lessons, PowerPoints, games: <http://classroom.jc-schools.net/waltkek/Second3.html>

***Read Aloud Novel***

*The Lion, The Witch, and The Wardrobe* by C.S. Lewis

**A GUIDE FOR USING THE LION, THE WITCH & THE WARDROBE IN THE CLASSROOM - TeachersPayTeachers.com**

[http://www.teacherspayteachers.com/Product/A-Guide-for-Using-The-Lion-the-Witch-the-Wardrobe-in-the-Classroom-67142](http://mail.llacs.org/owa/redir.aspx?C=zcy6gUeDgU-yVGipmBHzejFO2xiC_tBIrxMdfF8nwxMKxQQbLqHA3284t5zCbH1IvPzV9SpFYMI.&URL=http%3a%2f%2fwww.teacherspayteachers.com%2fProduct%2fA-Guide-for-Using-The-Lion-the-Witch-the-Wardrobe-in-the-Classroom-67142" \t "_blank)

**THE LION, THE WITCH, AND THE WARDROBE: A COMMON CORE BOOK STUDY - TeachersPayTeachers.com**

[http://www.teacherspayteachers.com/Product/The-Lion-the-Witch-and-the-Wardrobe-A-Common-Core-Book-Study-674893](http://mail.llacs.org/owa/redir.aspx?C=zcy6gUeDgU-yVGipmBHzejFO2xiC_tBIrxMdfF8nwxMKxQQbLqHA3284t5zCbH1IvPzV9SpFYMI.&URL=http%3a%2f%2fwww.teacherspayteachers.com%2fProduct%2fThe-Lion-the-Witch-and-the-Wardrobe-A-Common-Core-Book-Study-674893" \t "_blank)

**POWER POINT: LION, WITCH AND WARDROBE NOVEL STUDY - TeachersPayTeachers.com**

[http://www.teacherspayteachers.com/Product/Power-point-Lion-Witch-and-Wardrobe-novel-study-164570](http://mail.llacs.org/owa/redir.aspx?C=zcy6gUeDgU-yVGipmBHzejFO2xiC_tBIrxMdfF8nwxMKxQQbLqHA3284t5zCbH1IvPzV9SpFYMI.&URL=http%3a%2f%2fwww.teacherspayteachers.com%2fProduct%2fPower-point-Lion-Witch-and-Wardrobe-novel-study-164570" \t "_blank)

[http://data9.teacherspayteachers.com/users-data/1342/584/original/686910.pdf?fn=TheLiontheWitchandtheWardrobeVocabularyPrintable.pdf&st=i\_0dD4J8Ux\_k1slYj\_xWPw&e=1392622450&ip=67.82.138.157](http://mail.llacs.org/owa/redir.aspx?C=zcy6gUeDgU-yVGipmBHzejFO2xiC_tBIrxMdfF8nwxMKxQQbLqHA3284t5zCbH1IvPzV9SpFYMI.&URL=http%3a%2f%2fdata9.teacherspayteachers.com%2fusers-data%2f1342%2f584%2foriginal%2f686910.pdf%3ffn%3dTheLiontheWitchandtheWardrobeVocabularyPrintable.pdf%26st%3di_0dD4J8Ux_k1slYj_xWPw%26e%3d1392622450%26ip%3d67.82.138.157" \t "_blank)

**CHARACTER TRADING CARDS - TeachersPayTeachers.com**

[http://www.teacherspayteachers.com/Product/Character-Trading-Cards-972990](http://mail.llacs.org/owa/redir.aspx?C=zcy6gUeDgU-yVGipmBHzejFO2xiC_tBIrxMdfF8nwxMKxQQbLqHA3284t5zCbH1IvPzV9SpFYMI.&URL=http%3a%2f%2fwww.teacherspayteachers.com%2fProduct%2fCharacter-Trading-Cards-972990" \t "_blank)

**STUDY GUIDE: THE LION, THE WITCH, AND THE WARDROBE - TeachersPayTeachers.com**

[http://www.teacherspayteachers.com/Product/Study-Guide-The-Lion-the-Witch-and-the-Wardrobe-47110](http://mail.llacs.org/owa/redir.aspx?C=zcy6gUeDgU-yVGipmBHzejFO2xiC_tBIrxMdfF8nwxMKxQQbLqHA3284t5zCbH1IvPzV9SpFYMI.&URL=http%3a%2f%2fwww.teacherspayteachers.com%2fProduct%2fStudy-Guide-The-Lion-the-Witch-and-the-Wardrobe-47110" \t "_blank)

**LionWitchandWardrobeRAFTwriting.docx**

[http://data10.teacherspayteachers.com/users-data/267/773/original/200560.docx?fn=LionWitchandWardrobeRAFTwriting.docx&st=HEyG7FN7VwAcVP6NIQdU\_Q&e=1392622332&ip=67.82.138.157](http://mail.llacs.org/owa/redir.aspx?C=zcy6gUeDgU-yVGipmBHzejFO2xiC_tBIrxMdfF8nwxMKxQQbLqHA3284t5zCbH1IvPzV9SpFYMI.&URL=http%3a%2f%2fdata10.teacherspayteachers.com%2fusers-data%2f267%2f773%2foriginal%2f200560.docx%3ffn%3dLionWitchandWardrobeRAFTwriting.docx%26st%3dHEyG7FN7VwAcVP6NIQdU_Q%26e%3d1392622332%26ip%3d67.82.138.157" \t "_blank)

**Acronyms for Remembering the Order of the Planets in our Solar System:**

|  |  |
| --- | --- |
| MVEMJSUNP | Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune Pluto *(order of planets in our solar system)* |
| MVEMJSUNP | My Very Educated Mother Just Served Us Nine Pizzas *(mnemonic for the order of the nine planets)* |
| MVEMJSUNP | My Very Educated Mother Just Showed Us Nine Planets *(mnemonic for the order of the nine planets)* |
| MVEMJSUNP | My Very Easy Method Just Speeds Up Naming Planets *(mnemonic for the order of the nine planets)* |
| MVEMJSUNP | My Very Educated Mother Just Served Us Nine Pies (mnemonic for the order of the nine planets) |
| MVEMJSUNP | My Very Educated Mother Just Said Uh-oh No Pluto (mnemonic for the order of the nine planets) |

**Solar System Riddles:**

<http://www.superteacherworksheets.com/space/planet-riddles_WMTZD.pdf>

**Solar System Scavenger Hunt**

<http://www.superteacherworksheets.com/space/solarsystem-scav-hunt_WMTTD.pdf>

**Solar System Models:**

<http://www.pinterest.com/pin/569072102886845265/>

<http://www.pinterest.com/pin/139541288426113502/>

<http://www.pinterest.com/pin/200621358374088995/>

<http://www.pinterest.com/pin/131237776610862968/>

**Solar System/Planet Poems and Songs**

<http://www.teacherspayteachers.com/Product/The-Planet-Song-580128>

**Solar System Vocabulary:**

<http://www.teacherspayteachers.com/Product/Solar-System-Science-Vocabulary-FREEBIE-296531>

<http://www.teacherspayteachers.com/Product/Solar-System-Vocabulary-Song-easy-and-fun-601075>

**Solar System Art:**

http://www.teacherspayteachers.com/Product/Solar-System-Art-Lesson-320476

**Solar System Anchor Charts:**

<http://www.pinterest.com/pin/3588874673788641/>

<http://www.pinterest.com/pin/257971884878259484/>

<http://www.pinterest.com/pin/177258935303155126/>

<http://www.pinterest.com/pin/271553052505747565/>

**Solar System Research and Test:**

<http://www.teacherspayteachers.com/Product/Solar-system-research-and-test-200481>

<http://www.teacherspayteachers.com/Product/3rd-Grade-Solar-System-Test-79635>

**Solar System Encyclopedia Research:** (Students should also get accustomed to researching data online as well as hardcover Encyclopedias, and other media outlets/reference materials\*)

<http://www.teacherspayteachers.com/Product/Solar-System-Encyclopedia-Facts-Search-362307>

**Comparing Planets:**

<http://www.teacherspayteachers.com/Product/Solar-System-Study-Compare-2-Planets-697362>

**Solar System QR Scanning Activity w/ipads:**

<http://www.teacherspayteachers.com/Product/Solar-System-QR-Code-Activity-556211>

**Planet Research:**

<http://www.teacherspayteachers.com/Product/FREE-Planet-Research-Worksheet-222661>

**Sun Anchor Chart:**

<http://www.pinterest.com/pin/234116880603092864/>

**Star Anchor Chart:**

<http://www.pinterest.com/pin/209135976418791478/>

**Moon Anchor Chart:**

<http://www.pinterest.com/pin/201676889535736638/>

<http://www.pinterest.com/pin/32862272251738501/>

<http://www.pinterest.com/pin/98023729363284994/>

<http://www.pinterest.com/pin/256705247480403745/>

**Phases of the Moon Oreo Activity:**

<http://www.pinterest.com/pin/276619602084742555/>

**Moon Craft:**

<http://www.pinterest.com/pin/209276713907137199/>

<http://www.pinterest.com/pin/287597126176929311/>

<http://www.pinterest.com/pin/285626801339075421/> -Moon Craters Experiment

**Rotate Vs. Revolve Anchor Chart:**

<http://www.pinterest.com/pin/156148312053865351/>

**Hands on Astronomy Activities:**

<http://www.kcedventures.com/blog/solar-system-astronomy-for-kids>

**Kinesthetic Activity with Students Lining Up with Planet Props to represent the Solar System (Movement Activity)**

<http://www.education.com/activity/article/solar-system-kids/?_szp=397332>

**Creating a Constellation Writing-Students will create their own constellation and create an origin story for their constellation** [**http://www.teacherspayteachers.com/Product/Solar-System-Activities-FREEBIE-519772**](http://www.teacherspayteachers.com/Product/Solar-System-Activities-FREEBIE-519772)

**\*Earth Day in April – Students learn about the importance of taking care of our Planet Earth-Reduce, Reuse, Recycle**

**Earth Day Materials/Lessons:**

[**http://www.teacherspayteachers.com/Product/Earth-Day-Writing-Packet-Freebie-669712**](http://www.teacherspayteachers.com/Product/Earth-Day-Writing-Packet-Freebie-669712)

[**http://www.teacherspayteachers.com/Product/Earth-Day-Bingo-559428**](http://www.teacherspayteachers.com/Product/Earth-Day-Bingo-559428)

[**http://www.teacherspayteachers.com/Product/Earth-Day-Mini-Unit-Freebie-214150**](http://www.teacherspayteachers.com/Product/Earth-Day-Mini-Unit-Freebie-214150)

[**http://www.teacherspayteachers.com/Product/EARTH-DAY-WORKSHEET-REDUCE-REUSE-RECYCLE-326116**](http://www.teacherspayteachers.com/Product/EARTH-DAY-WORKSHEET-REDUCE-REUSE-RECYCLE-326116)

[**http://www.teacherspayteachers.com/Product/Earth-Day-Freebie-Includes-Writing-Printables-Headband-669273**](http://www.teacherspayteachers.com/Product/Earth-Day-Freebie-Includes-Writing-Printables-Headband-669273)

[**http://www.teacherspayteachers.com/Product/Earth-Day-Writing-Craftivity-232262**](http://www.teacherspayteachers.com/Product/Earth-Day-Writing-Craftivity-232262)

[**http://www.teacherspayteachers.com/Product/Earth-Day-The-World-We-Live-In-Emergent-Reader-233804**](http://www.teacherspayteachers.com/Product/Earth-Day-The-World-We-Live-In-Emergent-Reader-233804)

[**http://www.teacherspayteachers.com/Product/Earth-Day-Printables-Word-Search-and-ABC-Order-658434**](http://www.teacherspayteachers.com/Product/Earth-Day-Printables-Word-Search-and-ABC-Order-658434)

[**http://www.teacherspayteachers.com/Product/Earth-Day-Dos-and-Donts-1060516**](http://www.teacherspayteachers.com/Product/Earth-Day-Dos-and-Donts-1060516)

[**http://www.teacherspayteachers.com/Product/Earth-Day-Mobile-235256**](http://www.teacherspayteachers.com/Product/Earth-Day-Mobile-235256)

[**http://www.teacherspayteachers.com/Product/Freebie-Earth-Day-Fact-and-Opinion-648140**](http://www.teacherspayteachers.com/Product/Freebie-Earth-Day-Fact-and-Opinion-648140)

**Earth Day Cause and Effect Flap Book:**

[**http://www.teacherspayteachers.com/Product/Earth-Day-Cause-and-Effect-666978**](http://www.teacherspayteachers.com/Product/Earth-Day-Cause-and-Effect-666978)

**Earth Day Crafts:**

[**http://www.teacherspayteachers.com/Product/Earth-Day-Heart-Craftivity-660354**](http://www.teacherspayteachers.com/Product/Earth-Day-Heart-Craftivity-660354)

[**http://www.pinterest.com/pin/270004940132587539/**](http://www.pinterest.com/pin/270004940132587539/)

**Earth Day Writing Prompts Aligned with Common Core Standards:**

[**http://www.teacherspayteachers.com/Product/Earth-Day-Writing-Prompt-Cards-Freebie-658329**](http://www.teacherspayteachers.com/Product/Earth-Day-Writing-Prompt-Cards-Freebie-658329)

**Earth Day Persuasive Writing Rubric:**

[**http://www.teacherspayteachers.com/Product/Earth-Day-Persuasive-Writing-Rubric-644482**](http://www.teacherspayteachers.com/Product/Earth-Day-Persuasive-Writing-Rubric-644482)

**The Lorax Incorporated with Earth Day**

[**http://www.teacherspayteachers.com/Product/Earth-Day-Freebie-Writing-and-Comprehension-Book-Preview-Pages-655921**](http://www.teacherspayteachers.com/Product/Earth-Day-Freebie-Writing-and-Comprehension-Book-Preview-Pages-655921)

**Earth Day Activities (Planting Seeds, Bird Feeder, Recyclable Robot, etc):**

[**http://www.pinterest.com/pin/218706125626679307/**](http://www.pinterest.com/pin/218706125626679307/)

[**http://www.pinterest.com/pin/181481059953679339/**](http://www.pinterest.com/pin/181481059953679339/)

[**http://www.pinterest.com/pin/287526757430023429/**](http://www.pinterest.com/pin/287526757430023429/)

[**http://www.pinterest.com/pin/244249979763280475/**](http://www.pinterest.com/pin/244249979763280475/)

[**http://www.epa.gov/osw/education/pdfs/svclearn.pdf**](http://www.epa.gov/osw/education/pdfs/svclearn.pdf)

**Earth Day Poems:**

[**http://www.teacherspayteachers.com/Product/Earth-Day-Acrostic-Poem-Freebie-569440**](http://www.teacherspayteachers.com/Product/Earth-Day-Acrostic-Poem-Freebie-569440)

[**http://www.teacherspayteachers.com/Product/Earth-Day-Lift-the-Flap-Poem-FREEBIE-231442**](http://www.teacherspayteachers.com/Product/Earth-Day-Lift-the-Flap-Poem-FREEBIE-231442)

[**http://www.teacherspayteachers.com/Product/Earth-Day-Poetry-and-Art-Project-124008**](http://www.teacherspayteachers.com/Product/Earth-Day-Poetry-and-Art-Project-124008)

[**http://www.teacherspayteachers.com/Product/Earth-Day-Acrostic-Poem-and-Writing-Page-Freebie-661665**](http://www.teacherspayteachers.com/Product/Earth-Day-Acrostic-Poem-and-Writing-Page-Freebie-661665)

[**http://www.teacherspayteachers.com/Product/Earth-Day-Acrostic-Poem-Freebie-233222**](http://www.teacherspayteachers.com/Product/Earth-Day-Acrostic-Poem-Freebie-233222)

**Second Grade**

**Scott Foresman Unit 5**

**Word Wall Words** *(words in italics are being reviewed)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week 1 | *enough* | *finally* | *someone* | *special* |  |  |  |  |
|  | *breaks* | *family* | *heard* | *listen* | *once* | *pull* |  |  |
| Week 2 | *angry* | *door* | *second* | *watch* | *warm* | *water* |  |  |
|  | *certainly* | *either* | *great* | *laugh* | *second* | *worst* | *you’re* |  |
| Week 3 | *everybody* | *laugh* | *mother* | *picture* | *school* | *pull* | *parents* |  |
|  | *enough* | *toward* | *above* | *ago* | *word* | *whole* |  |  |
| Week 4 | *alone* | *door* | *friends* | *love* | *their* |  |  |  |
|  | *bought* | *people* | *pleasant* | *probably* | *scared* | *Shall* | *sign* |  |
| Week 5 | *couldn’t* | *door* | *sign* | *sorry* | *school* | *tomorrow* | *work* | *watch* |
|  | *behind* | *brought* | *door* | *everybody* | *minute* | *promise* | *sorry* |  |

|  |  |
| --- | --- |
| Week 1 | Suffixes –ly, -ful, -er, -or |
| Week 2 | Prefixes un-, re-, pre-, dis- |
| Week 3 | Silent Consonants |
| Week 4 | ph, gh/f/ |
| Week 5 | Vowels aw, au, augh, al |

**Phonics Skills** **Genre and Comprehension**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1 | Narrative Nonfiction | Main Idea and Supporting Details | Text Structure |
| Week 2 | Realistic Fiction | Sequence | Graphic Organizer |
| Week 3 | Realistic Fiction | Plot and Theme | Prior Knowledge |
| Week 4 | Fantasy | Author’s Purpose | Ask Questions |
| Week 5 | Humorous Fiction | Realism and Fantasy | Monitor and Fix Up |

**Spelling Words** (\* Words in the selection)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
| cheerful | unsafe | \* knock | phone | talk |
| visitor | preheat | sign | enough | because |
| \* slowly | rerun | knee | stuff | August |
| weekly | \* disappear | wrong | laugh | caught |
| teacher | unlock | write | \* puff | draw |
| helper | retie | climb | giraffe | walk |
| \* hardly | rewind | wrap | graph | chalk |
| graceful | unpack | wren | tough | auto |
| yearly | unplug | gnat | photo | taught |
| \* quickly | regroup | lamb | rough | thaw |
| \* fighter | preschool | comb | cough | \* fault |
| sailor | disagree | knob | cliff | launch |
| *gardener* | *prehistoric* | *knuckle* | *dolphin* | *applause* |
| *competitor* | *unfortunate* | *plumber* | *physical* | *audience* |
| *extremely* | *reunion* | *wrestle* | *autograph* | *awkward* |

**Curriculum Content Standards Specific to This Unit:**

\*\*Note: Every unit contains the power standards of summarizing the central idea, citing evidence from the text, understanding grade-level vocabulary in diverse texts, and writing explanatory and narrative pieces for specific audiences.

|  |  |  |
| --- | --- | --- |
| **Dates Assessed** | **STUDENT LEARNING OBJECTIVES** | **NJCCSS** |
| **1** | Reading Comprehension Activity-5 W’s  <http://www.teacherspayteachers.com/Product/Reading-Comprehension-Who-What-Where-FREEBIE-1115144>  Describe key details of a read text by asking questions such as who, what, where, when, why, and how.  **\*Teacher Investigator is a fun and simple activity for students to do (in groups or by themselves) to assist with asking WHO, WHAT, WHERE, WHEN, WHY, and HOW questions by learning more about teachers in the building.  What do you do? 1. Students pick a teacher in the building. 2. They then write what they know about that teacher. 3. Then they brainstorm topics they might want to know or learn about that teacher. 4. Students then create questions using the 5 W's and How. 5. Students use checklist for accuracy. 6. Put in teacher mailboxes and see what happens.**  <http://www.teacherspayteachers.com/Product/Teacher-Investigators-using-Who-What-Where-When-Why-How-871467>  5 W’s Question Comprehension Worksheet  <http://www.teacherspayteachers.com/Product/Why-Where-When-Another-simple-question-worksheet-1108699>  Who, What, Where, When, Why Organizer  <http://www.teacherspayteachers.com/Product/Who-What-Where-When-Graphic-Organizer-224807>  <http://www.teacherspayteachers.com/Product/Graphic-Organizer-Who-What-When-and-Where-347642>  <http://www.teacherspayteachers.com/Product/Asking-Questions-Graphic-Organizer-Who-What-When-Where-Why-and-How-367968>  <http://www.teacherspayteachers.com/Product/Who-What-When-Where-Why-Foldable-623600>  5 W’s Question Cards to Be Pulled out During a Read Aloud  <http://www.teacherspayteachers.com/Product/Question-Card-Freebie-Who-What-Where-When-Why-How-1043590>  5W’s Reading Assessment  <http://www.teacherspayteachers.com/Product/Key-Ideas-and-Details-Who-What-When-Where-Why-How-FREEBIE-943561> | RL.2.1 |
| **2** | Recall and describe the central message, lesson, or moral of a story including fables and folktales from diverse cultures.  Fable Organizer/Moral  <http://www.teacherspayteachers.com/Product/Fable-Organizer-RL-22-Recount-determine-moral-of-story-441821>  Central Lesson of the Story Book Report  <http://www.teacherspayteachers.com/Product/Central-Lesson-Book-Report-957502>  Fable/Folktale Study  <http://www.teacherspayteachers.com/Product/Fable-Folktale-Study-369275>  Fairytale/ Fable Themes  <http://www.teacherspayteachers.com/Product/Fairy-Tale-and-Fable-Themes-745681>  Fairytale Graphic Organizer  <http://www.teacherspayteachers.com/Product/Fairy-Tale-Elements-Graphic-Organizer-241168> | RL.2.2 |
| **3** | Describe the feeling and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  **\*From TeachersPayTeachers.com**  **Have your students show their understanding of poetry elements such as similes, metaphors, alliteration...etc... with this fun and easy-to-put-together center.   Students read poetry cards with an example of a poetry element and slip the card into the correct poetry element "pocket."**  **Enjoy this freebie! Perfect for National Poetry Month (April) or any time of the year!**  <http://www.teacherspayteachers.com/Product/Pockets-of-Poetry-Center-Game-for-Poetry-Elements-632974>  <http://www.teacherspayteachers.com/Product/Poetry-Scavenger-Hunt-Identifying-Figurative-Language-and-Sound-Devices-386376>  2nd Grade Poetry Mat  <http://www.teacherspayteachers.com/Product/Second-Grade-Poetry-Mat-878284>  Poetry Stations for 2nd Grade  <http://www.teacherspayteachers.com/Product/POETRY-stations-for-2nd-Grade-167157>  Poetry Journal Book  <http://www.teacherspayteachers.com/Product/2nd-Grade-Poetry-Journal-Correlates-with-Treasures-176219> | RL.2.4 |
| **4** | Describe the structure of a story including a description of the introduction and closing action.  Book Report Outline  <http://www.teacherspayteachers.com/Product/Book-Report-Outline-Grades-3-6-Planning-Sheet-Guide-985255>  Plot Organizer  <http://www.teacherspayteachers.com/Product/Plot-Graphic-Organizer-using-a-Roller-Coster-162229>  <http://www.teacherspayteachers.com/Product/Beginning-Middle-End-Story-retell-with-Words-and-Pictures-70716>  <http://www.teacherspayteachers.com/Product/Beginning-Middle-End-Flow-Chart-901013> | RL.2.5 |
| **5** | Read with expression, a change in voice tone and demeanor to acknowledge differences in characters’ points of view.  Common Core Reading with Expression  <http://www.teacherspayteachers.com/Product/Common-Core-Oral-Reading-With-Expression-175069>  Read My Mood Game  "Read my Mood" is a game similar to the board game "Moods." Students read various statements in different "moods," and peers make a guess. This is to practice expression while reading.  <http://www.teacherspayteachers.com/Product/Reading-Expression-196045>  Reading Punctuation Chart  This is a helpful mini-poster for teaching kids how to read with better expression and fluency. It could also be added to kids' Reading notebooks as an individual resource.  <http://www.teacherspayteachers.com/Product/Reading-Punctuation-chart-301115>  Expression Spinner  This document contains two "Expression Spinners" to help your students build reading fluency using expression. They can use any reading passage to do this activity. They simply spin the spinner and read their assigned passage using the "expression" they spun. The second spinner offers you the freedom to fill in your own "expression" choices!  <http://www.teacherspayteachers.com/Product/Expression-Spinner-690839>  Point of View with Expression  <http://www.teacherspayteachers.com/Product/Point-of-View-Character-Discussion-Worksheet-90277> | RL.2.6 |
| **6** | Outline the similarities and differences between two versions of the same story (e.g., Cinderella stories) written from the perspective of two different cultures or authors.  Compare and Contrast Cinderella Tales  <http://www.teacherspayteachers.com/Product/Compare-and-Contrast-Cinderella-Tales-620645> Frog and Toad Compare and Contrast CCSS aligned<http://www.teacherspayteachers.com/Product/Frog-and-Toad-Compare-and-Contrast-CCSS-aligned-448428>Venn diagram<http://www.teacherspayteachers.com/Product/RL29-Graphic-Organizer-FREEBIE-Compare-Stories-954781>Compare and Contrast Versions of 3 Little Pigs<http://www.teacherspayteachers.com/Product/Comparing-and-Contrasting-Literary-Texts-Two-Versions-of-The-Three-Little-Pigs-571539>Compare and Contrast Versions of Little Red Riding Hood<http://www.teacherspayteachers.com/Product/Comparing-and-Contrasting-Literary-Texts-Two-Versions-of-Red-Riding-Hood-582832> | RL.2.9 |
| **7** | Decode words with common prefixes (e.g., ***un-, dis-, re-,*** pre-, mis) and common suffixes (e.g.,  ***-ful, -less, er****)* Prefix & Suffix Checkers Board<http://www.teacherspayteachers.com/Product/Prefix-Suffix-Checkers-Board-45559>Prefixes and Suffixes for Beginners This is a 3 step worksheet introducing prefixes and suffixes, and using them in context. It is designed for learners who are new to prefixes and suffixes, or who need a thorough review. Students are guided through;  - What are prefixes and suffixes? - What do some common prefixes and suffixes mean? - How do we attach them to base words? - How does the affects their meaning? - How should we apply this to sentences? <http://www.teacherspayteachers.com/Product/Prefixes-and-Suffixes-for-Beginners-504978>  Prefix Chart  <http://www.teacherspayteachers.com/Product/Prefix-Chart-328390>  Prefix and Suffix Chart  <http://www.teacherspayteachers.com/Product/Prefix-and-Suffix-Chart-612046>  Prefix Game  <http://www.teacherspayteachers.com/Product/Prefix-Game-989308> | RF.2.3.d |
| **8** | Apply vowel pattern pronunciation generalizations to correctly read words with vowel digraphs, vowel diphthongs, and r-controlled vowels.  Use this practice page for home or small group. It has diphthongs and r controlled vowel practice using real and nonsense or pseudo words. Parents will see how important it is for kids to be able to read nonsense words to show they can use the phonics rule necessary for reading. Helps to improve reading fluency.  <http://www.teacherspayteachers.com/Product/Home-practice-for-diphthongs-and-r-controlled-vowels-204594> R-Controlled Vowel /er/, /ir/, /ur/ Word Sort<http://www.teacherspayteachers.com/Product/R-Controlled-Vowel-er-ir-ur-Word-Sort-509384>R-Controlled Vowels Boggle Activity Pages<http://www.teacherspayteachers.com/Product/R-Controlled-Vowels-Boggle-Activity-Pages-499767>Bossy R Dominos Have fun practicing with Bossy R. This dominoes game offers your students a chance to review r controlled vowel sounds. Recording sheet included.  <http://www.teacherspayteachers.com/Product/Bossy-R-R-Controlled-Vowel-Dominoes-Game-438814>  Roll “R” AND Color <http://www.teacherspayteachers.com/Product/FREE-Roll-Color-r-controlled-vowels-960703>R-Controlled Rhyming Activity<http://www.teacherspayteachers.com/Product/R-Controlled-Rhyming-Review-731086>R-controlled Vowel Quilt Coloring Page<http://www.teacherspayteachers.com/Product/R-controlled-Vowel-Quilt-Coloring-Page-470832> | RF.2.3.b |
| **9** | Decode words with common prefixes (e.g., un-, dis-, re-, pre-, mis) and suffixes (e.g., -ful, -less, -er).  Prefixes and Their Roots  <http://www.teacherspayteachers.com/Product/Prefixes-and-Their-Roots-689075>  Prefix and Suffix Foldable  <http://www.teacherspayteachers.com/Product/Prefixes-and-Suffixes-Foldable-765840>  Playing with Prefixes  <http://www.teacherspayteachers.com/Product/Playing-with-Prefixes-1091057>  Prefix Matching Activity  <http://www.teacherspayteachers.com/Product/Prefixes-Matching-Activity-and-Teaching-Tool-287350> | RF.2.3.d |
| **10** | Identify common irregularly spelled words (e.g., *bread, love, would, could, their, there, none, both*). Irregularly Spelled Words Card Game <http://www.teacherspayteachers.com/Product/Irregularly-Spelled-Words-Card-Game-261145> Irregular Words and their Phonetic Pronunciation for 2nd Grade <http://www.teacherspayteachers.com/Product/Irregular-Words-and-their-Phonetic-Pronunciation-for-2nd-Grade-552613>  Kids will practice reading irregularly spelled words (words that break the rules) while creating this fun book (Common Core: RF.1.3.G)   They will begin by sending all rule breaking words to jail and then they must defend their decision by explaining which rule the word did not follow.  <http://www.teacherspayteachers.com/Product/Sight-Words-that-Break-the-Rules-270698> | RF.2.3.e |
| **11** | Write text focused on a clearly stated opinion on a topic or book including reasons supporting the opinion, linking words to connect ideas, and a concluding statement.  Opinion Writing Checklist  <http://www.teacherspayteachers.com/Product/Opinion-Writing-Checklist-1068599>  <http://www.teacherspayteachers.com/Product/Opinion-Writing-Checklist-Student-Friendly-727091>  Opinion Writing Printable  <http://www.teacherspayteachers.com/Product/Opinion-Writing-Printables-FREE-964842> Opinion/Persuasive Writing Why You Will Love This Class Common Core Style<http://www.teacherspayteachers.com/Product/OpinionPersuasive-Writing-Why-You-Will-Love-This-Class-Common-Core-Style-687506>Opinion Writing Piece Organizer<http://www.teacherspayteachers.com/Product/Opinion-Writing-Piece-Graphic-Organizer-427690>Opinion Writing Activities<http://www.teacherspayteachers.com/Product/Opinion-Writing-Activities-885895>2nd Grade Common Core Opinion Writing Rubric<http://www.teacherspayteachers.com/Product/Opinion-Writing-Rubric_Common-Core-629600>Opinion Writing Planning<http://www.teacherspayteachers.com/Product/Opinion-Writing-Planning-602643> | W.2.1 |
| **12** | Apply the writing process to develop a narrative paragraph that includes an event or series of events, including details describing actions, thoughts and feelings and a concluding statement. Use time order words, irregular plural nouns, and past tense irregular verbs.  Personal Narrative Flow Chart  <http://www.teacherspayteachers.com/Product/Narrative-Flow-Map-576057>  Writing Narrative Stories  <http://www.teacherspayteachers.com/Product/Writing-Narrative-Stories-988728>  Write your own story template  <http://www.teacherspayteachers.com/Product/Write-Your-Story-template-625465>  Narrative Writing Graphic Organizer  <http://www.teacherspayteachers.com/Product/Narrative-Writing-Graphic-Organizer-ProblemSolution-643834>  Narrative Story Starter Cards  <http://www.teacherspayteachers.com/Product/Narrative-Story-Starter-Cards-234961> | W.2.3; L.2.1.b,d |
| **13** | With guidance and support, work with a group to produce and publish a writing piece using digital tool. (e.g., laptops).  Microsoft Word How to Use Spell Check Poster  <http://www.teacherspayteachers.com/Product/MS-Word-Spell-Check-Flyers-398570>  A peer editing and review sheet that you can use for any student writing. Allows students to practice giving constructive criticism as well!  <http://www.teacherspayteachers.com/Product/Peer-Editing-and-Review--222817>  Peer Editing Checklist  <http://www.teacherspayteachers.com/Product/Writing-Checklist-Peer-Editing-194678>  Peer Edit-Praise, Polish, Ponder  <http://www.teacherspayteachers.com/Product/Peer-Editing-Praise-Polish-Ponder-626999> | W.2.6 |
| **14** | Capitalize holidays, product names, and geographic names.  Capitalize Anchor Chart  <http://www.pinterest.com/pin/106608716151361335/>  Capitals Worksheet/Quiz  <http://www.teacherspayteachers.com/Product/Capital-Letter-WorksheetQuick-Quiz-1005670>  Captain Capital  <http://www.teacherspayteachers.com/Product/Captain-Capital-and-his-Punctuation-Pals-fun-capital-letters-and-punctuation-499351>  Capitalize Graphic Organizer  <http://www.teacherspayteachers.com/Product/FREE-Capital-Letters-Fish-85325> | L.2.2.a |
| **15** | Use collective nouns (e.g., family), reflexive pronouns (e.g., yourself), adjectives, and adverbs appropriately when speaking and writing.  Collective Nouns Cards  <http://www.teacherspayteachers.com/Product/Collective-Nouns-2nd-Grade-Language-Common-Core-Standards-326075>  Collective Nouns Worksheet  <http://www.teacherspayteachers.com/Product/Collective-Nouns-Introductory-Worksheet-680355>  <http://www.teacherspayteachers.com/Product/Collective-Noun-Sentence-Center-679062>  <http://www.teacherspayteachers.com/Product/Collective-Noun-Worksheet-936343>  Adverbs  <http://www.teacherspayteachers.com/Product/Adverbs-243163>  <http://www.teacherspayteachers.com/Product/Adverb-Anchor-Chart-289372>  Adverbs and Adjectives  <http://www.teacherspayteachers.com/Product/Adverbs-Adjectives-FREEBIE-524197>  Reflexive Pronouns  <http://www.teacherspayteachers.com/Product/Reflexive-Pronouns-Regular-Pronouns-Word-Sorts-Common-Core-528154>  <http://www.teacherspayteachers.com/Product/Reflexive-Pronouns-2nd-Grade-Common-Core-Sorting-Activity-791484>  <http://www.teacherspayteachers.com/Product/Reflexive-Pronouns-2L1c-946926> | L.2.1.a,c,e |
| **16** | Use an apostrophe to form contractions and common possessives.  Apostrophe Detectives  <http://www.teacherspayteachers.com/Product/Apostrophe-Detective-Badge-Award-742188>  <http://www.teacherspayteachers.com/Product/Apostrophe-and-Comma-Review-FREEBIE-533722>  <http://www.teacherspayteachers.com/Product/Grammar-Spelling-Rules-Apostrophes-Possessives-384485>  Contractions and Possessives  <http://www.teacherspayteachers.com/Product/Possessives-and-Apostrophes-Practice-556531>  Greedy Apostrophe Sort  <http://www.teacherspayteachers.com/Product/The-Greedy-Apostrophe-Sort-214750>  Apostrophe QR Scan Hunt  <http://www.teacherspayteachers.com/Product/Whos-Is-It-Apostrophe-QR-Hunt-951245> | L.2.2.c |
| **17** | Apply the knowledge of common root words to understand the meaning of unknown words with the same root.  Greek and Latin Root Word Study  <http://www.teacherspayteachers.com/Product/Greek-and-Latin-Root-im-Word-Study-LessonsFreebie-255574>  Root/Base Word Task Cards  <http://www.teacherspayteachers.com/Product/Root-or-Base-Words-Task-Cards-79733>  Word Study Graphic Organizer  <http://www.teacherspayteachers.com/Product/Word-Study-Graphic-Organizer-192379> Root Words Project. Fold square paper so corners go in the middle-- have students write the root in the big square in the middle, then words that use the roots on the flap. Then, they can decorate the closed flaps. Display them all on the bulletin board like a quilt-- talk about the patchwork of language.<http://www.pinterest.com/pin/175288610469148459/>Latin/Greek root words on paint chips. Students made the flowers. Watch our vocabulary "grow".<http://www.pinterest.com/pin/32088216065052670/>Root, Suffix, Prefix Plate<http://www.pinterest.com/pin/74731675040284403/>Root Word Anchor Chart<http://www.pinterest.com/pin/498703358708305633/> | L.2.4.c |

Assessments:

Study Island

Measuring Up Live

DRA

The Number Knowledge Test

Scott Foresman Reading Street

Math in Focus Assessments

Vertical Progression, Language Arts Literacy Common Core Standards

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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| Grade | Standard 1 at Each Grade Level |
| Kindergarten | With prompting and support, ask and answer questions about key details in a text. |
| Grade 1 | Ask and answer questions about key details in a text. |
| Grade 2 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| Grade 3 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| Grade 4 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Grade 5 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Grade 6 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grade 7 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grade 8 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grades 9-10 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grades 11-12 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Literature

Key Ideas and Details

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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| Grade | Standard 2 at Each Grade Level |
| Kindergarten | With prompting and support, retell familiar stories, including key details. |
| Grade 1 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| Grade 2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| Grade 3 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| Grade 4 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| Grade 5 | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| Grade 6 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| Grade 7 | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| Grade 8 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| Grades 9-10 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| Grades 11-12 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Literature

Key Ideas and Details

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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| Grade | Standard 3 at Each Grade Level |
| Kindergarten | With prompting and support, identify characters, settings, and major events in a story. |
| Grade 1 | Describe characters, settings, and major events in a story, using key details. |
| Grade 2 | Describe how characters in a story respond to major events and challenges. |
| Grade 3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| Grade 4 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). |
| Grade 5 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| Grade 6 | Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| Grade 7 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| Grade 8 | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| Grades 9-10 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| Grades 11-12 | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Literature

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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| Grade | Standard 4 at Each Grade Level |
| Kindergarten | Ask and answer questions about unknown words in a text. |
| Grade 1 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| Grade 2 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| Grade 3 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| Grade 4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |
| Grade 5 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| Grade 6 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| Grade 7 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| Grade 8 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| Grades 9-10 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| Grades 11-12 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Literature

Craft and Structure

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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| Grade | Standard 5 at Each Grade Level |
| Kindergarten | Recognize common types of texts (e.g., storybooks, poems). |
| Grade 1 | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| Grade 2 | Describe the overall structure of a story, including describing how the beginning introduces story and the ending concludes the action. |
| Grade 3 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| Grade 4 | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| Grade 5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| Grade 6 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| Grade 7 | Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |
| Grade 8 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| Grades 9-10 | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| Grades 11-12 | Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Literature

Craft and Structure

6. Assess how point of view or purpose shapes the content and style of a text.

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| Grade | Standard 6 at Each Grade Level |
| Kindergarten | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| Grade 1 | Identify who is telling the story at various points in a text. |
| Grade 2 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| Grade 3 | Distinguish their own point of view from that of the narrator or those of the characters. |
| Grade 4 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
| Grade 5 | Describe how a narrator’s or speaker’s point of view influences how events are described. |
| Grade 6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
| Grade 7 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| Grade 8 | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |
| Grades 9-10 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| Grades 11-12 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Literature

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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| Grade | Standard 7 at Each Grade Level |
| Kindergarten | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| Grade 1 | Use illustrations and details in a story to describe its characters, setting, or events. |
| Grade 2 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| Grade 3 | Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| Grade 4 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| Grade 5 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| Grade 6 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |
| Grade 7 | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |
| Grade 8 | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. |
| Grades 9-10 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). |
| Grades 11-12 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Literature

Integration of Knowledge and Ideas

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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| Grade | Standard 8 at Each Grade Level |
| Kindergarten | (Not applicable to literature) |
| Grade 1 | (Not applicable to literature) |
| Grade 2 | (Not applicable to literature) |
| Grade 3 | (Not applicable to literature) |
| Grade 4 | (Not applicable to literature) |
| Grade 5 | (Not applicable to literature) |
| Grade 6 | (Not applicable to literature) |
| Grade 7 | (Not applicable to literature) |
| Grade 8 | (Not applicable to literature) |
| Grades 9-10 | (Not applicable to literature) |
| Grades 11-12 | (Not applicable to literature) |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Literature

Integration of Knowledge and Ideas

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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| Grade | Standard 9 at Each Grade Level |
| Kindergarten | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |
| Grade 1 | Compare and contrast the adventures and experiences of characters in stories. |
| Grade 2 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| Grade 3 | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |
| Grade 4 | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |
| Grade 5 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| Grade 6 | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| Grade 7 | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. |
| Grade 8 | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |
| Grades 9-10 | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |
| Grades 11-12 | Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. |

College and Career Readiness Anchor Standards for Reading

Vertical Progression – Reading Standards for Literature

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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| Grade | Standard 10 at Each Grade Level |
| Kindergarten | Actively engage in group reading activities with purpose and understanding. |
| Grade 1 | With prompting and support, read prose and poetry of appropriate complexity for grade 1. |
| Grade 2 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Grade 3 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| Grade 4 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Grade 5 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| Grade 6 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Grade 7 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Grade 8 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. |
| Grades 9-10 | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |
| Grades 11-12 | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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| Grade | Standard 1 at Each Grade Level |
| Kindergarten | With prompting and support, ask and answer questions about key details in a text. |
| Grade 1 | Ask and answer questions about key details in a text. |
| Grade 2 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| Grade 3 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| Grade 4 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Grade 5 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Grade 6 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grade 7 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grade 8 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grades 9-10 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| Grades 11-12 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational Text

Key Ideas and Details

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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| Grade | Standard 2 at Each Grade Level |
| Kindergarten | With prompting and support, identify the main topic and retell key details of a text. |
| Grade 1 | Identify the main topic and retell key details of a text. |
| Grade 2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| Grade 3 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| Grade 4 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| Grade 5 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| Grade 6 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| Grade 7 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| Grade 8 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| Grades 9-10 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| Grades 11-12 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational Text

Key Ideas and Details

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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| Grade | Standard 3 at Each Grade Level |
| Kindergarten | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| Grade 1 | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| Grade 2 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| Grade 3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| Grade 4 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| Grade 5 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| Grade 6 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| Grade 7 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| Grade 8 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| Grades 9-10 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| Grades 11-12 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational Text

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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| Grade | Standard 4 at Each Grade Level |
| Kindergarten | With prompting and support, ask and answer questions about unknown words in a text. |
| Grade 1 | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| Grade 2 | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| Grade 3 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| Grade 4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| Grade 5 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| Grade 6 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| Grade 7 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| Grade 8 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| Grades 9-10 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| Grades 11-12 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

College and Career Readiness Anchor Standards for Reading

Vertical Progression – Reading Standards for Informational Text

Craft and Structure

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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| Grade | Standard 5 at Each Grade Level |
| Kindergarten | Identify the front cover, back cover, and title page of a book. |
| Grade 1 | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| Grade 2 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| Grade 3 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| Grade 4 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| Grade 5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| Grade 6 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
| Grade 7 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| Grade 8 | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. |
| Grades 9-10 | Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| Grades 11-12 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |

College and Career Readiness Anchor Standards for Reading

Vertical Progression – Reading Standards for Informational Text

Craft and Structure

6. Assess how point of view or purpose shapes the content and style of a text.

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| Grade | Standard 6 at Each Grade Level |
| Kindergarten | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| Grade 1 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| Grade 2 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| Grade 3 | Distinguish their own point of view from that of the author of a text. |
| Grade 4 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| Grade 5 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| Grade 6 | Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. |
| Grade 7 | Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| Grade 8 | Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| Grades 9-10 | Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| Grades 11-12 | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational Text

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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| Grade | Standard 7 at Each Grade Level |
| Kindergarten | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| Grade 1 | Use the illustrations and details in a text to describe its key ideas. |
| Grade 2 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| Grade 3 | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| Grade 4 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| Grade 5 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| Grade 6 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| Grade 7 | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| Grade 8 | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| Grades 9-10 | Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. |
| Grades 11-12 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational Text

Integration of Knowledge and Ideas

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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| Grade | Standard 8 at Each Grade Level |
| Kindergarten | With prompting and support, identify the reasons an author gives to support points in a text. |
| Grade 1 | Identify the reasons an author gives to support points in a text. |
| Grade 2 | Describe how reasons support specific points the author makes in a text. |
| Grade 3 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| Grade 4 | Explain how an author uses reasons and evidence to support particular points in a text. |
| Grade 5 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| Grade 6 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| Grade 7 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| Grade 8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| Grades 9-10 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| Grades 11-12 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational Texts

Integration of Knowledge and Ideas

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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| Grade | Standard 9 at Each Grade Level |
| Kindergarten | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| Grade 1 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| Grade 2 | Compare and contrast the most important points presented by two texts on the same topic. |
| Grade 3 | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| Grade 4 | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| Grade 5 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeable. |
| Grade 6 | Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |
| Grade 7 | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| Grade 8 | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| Grades 9-10 | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. |
| Grades 11-12 | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. |

College and Career Readiness Anchor Standards for Reading Vertical Progression – Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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| Grade | Standard 10 at Each Grade Level |
| Kindergarten | Actively engage in group reading activities with purpose and understanding. |
| Grade 1 | With prompting and support, read informational texts appropriately complex for grade 1. |
| Grade 2 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Grade 3 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| Grade 4 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Grade 5 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| Grade 6 | By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Grade 7 | By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Grade 8 | By the end of the year, read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently and proficiently. |
| Grades 9-10 | By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. |
| Grades 11-12 | By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. |

Print Concepts

Reading Standards: Foundational Skills Vertical Progression K-5

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| Grade | Foundational Skill Focus at Each Grade Level |
| Kindergarten | 1. Demonstrate understanding of the organization and basic features of print.   1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by   specific sequences of letters.   1. Understand that words are separated by spaces in print. 2. Recognize and name all upper- and lowercase letters of the alphabet. |
| Grade 1 | 1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word,  capitalization, ending punctuation). |

Phonological Awareness

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| Grade | Foundational Skill Focus at Each Grade Level |
| Kindergarten | 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Recognize and produce rhyming words. 2. Count, pronounce, blend, and segment syllables in spoken words. 3. Blend and segment onsets and rimes of single-syllable spoken words. 4. Isolate and pronounce the initial, medial vowel, and final sounds   (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC)  words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)   1. Add or substitute individual sounds (phonemes) in simple, one-syllable   words to make new words. |
| Grade 1 | 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Distinguish long from short vowel sounds in spoken single-syllable words. 2. Orally produce single-syllable words by blending sounds (phonemes),   including consonant blends.   1. Isolate and pronounce initial, medial vowel, and final sounds (phonemes)   in spoken single-syllable words.   1. Segment spoken single-syllable words into their complete sequence of   individual sounds (phonemes). |

\*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills Vertical Progression K-5

Phonics and Word Recognition

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| Grade | Foundational Skill Focus at Each Grade Level |
| Kindergarten | 3. Know and apply grade-level phonics and word analysis skills in decoding words.   1. Demonstrate basic knowledge of one-to-one letter-sound   correspondences by producing the primary or many of the most frequent  sound for each consonant.   1. Associate the long and short sounds with common spellings (graphemes)   for the five major vowels.   1. Read common high-frequency words by sight (e.g., the, of, to, you, she, my,   is, are, do, does).   1. Distinguish between similarly spelled words by identifying the sounds of   the letters that differ. |
| Grade 1 | 3. Know and apply grade-level phonics and word analysis skills in decoding words.   1. Know the spelling-sound correspondences for common consonant   digraphs.   1. Decode regularly spelled one-syllable words. 2. Know final -e and common vowel team conventions for representing long   vowel sounds.   1. Use knowledge that every syllable must have a vowel sound to determine   the number of syllables in a printed word.   1. Decode two-syllable words following basic patterns by breaking the words   into syllables.   1. Read words with inflectional endings. 2. Recognize and read grade-appropriate irregularly spelled words. |
| Grade 2 | 3. Know and apply grade-level phonics and word analysis skills in decoding words.   1. Distinguish long and short vowels when reading regularly spelled one-   syllable words.   1. Know spelling-sound correspondences for additional common vowel   teams.   1. Decode regularly spelled two-syllable words with long vowels. 2. Decode words with common prefixes and suffixes. 3. Identify words with inconsistent but common spelling-sound   correspondences.   1. Recognize and read grade-appropriate irregularly spelled words. |
| Grade 3 | 3. Know and apply grade-level phonics and word analysis skills in decoding words.   1. Identify and know the meaning of the most common prefixes and   derivational suffixes.   1. Decode words with common Latin suffixes. 2. Decode multisyllable words. 3. Read grade-appropriate irregularly spelled words. |

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| Grade 4 | 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences,  syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Grade 5 | 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences,  syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |

Fluency

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| Grade | Foundational Skill Focus at Each Grade Level |
| Kindergarten | 4. Read emergent-reader texts with purpose and understanding. |
| Grade 1 | 4. Read with sufficient accuracy and fluency to support comprehension.   1. Read on-level text with purpose and understanding. 2. Read on-level text orally with accuracy, appropriate rate, and expression   on successive readings.   1. Use context to confirm or self-correct word recognition and   understanding, rereading as necessary. |
| Grade 2 | 4. Read with sufficient accuracy and fluency to support comprehension.   1. Read on-level text with purpose and understanding. 2. Read on-level text orally with accuracy, appropriate rate, and expression   on successive readings.   1. Use context to confirm or self-correct word recognition and   understanding, rereading as necessary. |
| Grade 3 | 4. Read with sufficient accuracy and fluency to support comprehension.   1. Read on-level text with purpose and understanding. 2. Read on-level prose and poetry orally with accuracy, appropriate rate, and   expression on successive readings.   1. Use context to confirm or self-correct word recognition and   understanding, rereading as necessary. |
| Grade 4 | 4. Read with sufficient accuracy and fluency to support comprehension.   1. Read on-level text with purpose and understanding. 2. Read on-level text orally with accuracy, appropriate rate, and expression   on successive readings.   1. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| Grade 5 | 4. Read with sufficient accuracy and fluency to support comprehension.   1. Read on-level text with purpose and understanding. 2. Read on-level text orally with accuracy, appropriate rate, and expression   on successive readings.   1. Use context to confirm or self-correct word recognition and   understanding, rereading as necessary. |

College and Career Readiness Anchor Standards for Writing Vertical Progression – Writing Standards

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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| Grade | Standard 1 at Each Grade Level |
| Kindergarten | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). |
| Grade 1 | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |
| Grade 2 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |
| Grade 3 | Write opinion pieces on topics or texts, supporting a point of view with reasons.   1. Introduce the topic or text they are writing about, state an opinion, and create   an organizational structure that lists reasons.   1. Provide reasons that support the opinion. 2. Use linking words and phrases (e.g., because, therefore, since, for example) to   connect opinion and reasons.   1. Provide a concluding statement or section. |
| Grade 4 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. 2. Provide reasons that are supported by facts and details. 3. Link opinion and reasons using words and phrases (e.g., for instance, in order   to, in addition).   1. Provide a concluding statement or section related to the opinion presented. |
| Grade 5 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. 2. Provide logically ordered reasons that are supported by facts and details. |

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|  | c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  d. Provide a concluding statement or section related to the opinion presented. |
| Grade 6 | Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s) and organize the reasons and evidence clearly. 2. Support claim(s) with clear reasons and relevant evidence, using credible   sources and demonstrating an understanding of the topic or text.   1. Use words, phrases, and clauses to clarify the relationships among claim(s) and   reasons.   1. Establish and maintain a formal style. 2. Provide a concluding statement or section that follows from the argument   presented. |
| Grade 7 | Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the   reasons and evidence logically.   1. Support claim(s) with logical reasoning and relevant evidence, using accurate,   credible sources and demonstrating an understanding of the topic or text.   1. Use words, phrases, and clauses to create cohesion and clarify the   relationships among claim(s), reasons, and evidence.   1. Establish and maintain a formal style. 2. Provide a concluding statement or section that follows from and supports the   argument presented. |
| Grade 8 | Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or   opposing claims, and organize the reasons and evidence logically.   1. Support claim(s) with logical reasoning and relevant evidence, using accurate,   credible sources and demonstrating an understanding of the topic or text.   1. Use words, phrases, and clauses to create cohesion and clarify the   relationships among claim(s), counterclaims, reasons, and evidence.   1. Establish and maintain a formal style. 2. Provide a concluding statement or section that follows from and supports the   argument presented. |
| Grades 9-10 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   1. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 2. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. 3. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 5. Provide a concluding statement or section that follows from and supports the |

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|  | argument presented. |
| Grades 11-12 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 2. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. 3. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 5. Provide a concluding statement or section that follows from and supports the argument presented. |

College and Career Readiness Anchor Standards for Writing Vertical Progression – Writing Standards

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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| Grade | Standard 2 at Each Grade Level |
| Kindergarten | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |
| Grade 1 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| Grade 2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| Grade 3 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   1. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 2. Develop the topic with facts, definitions, and details. 3. Use linking words and phrases (e.g., also, another, and, more, but) to connect   ideas within categories of information.   1. Provide a concluding statement or section. |
| Grade 4 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   1. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 3. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Provide a concluding statement or section related to the information or explanation presented. |
| Grade 5 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, |

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|  | and multimedia when useful to aiding comprehension.   1. Develop the topic with facts, definitions, concrete details, quotations, or other   information and examples related to the topic.   1. Link ideas within and across categories of information using words, phrases,   and clauses (e.g., in contrast, especially).   1. Use precise language and domain-specific vocabulary to inform about or   explain the topic.   1. Provide a concluding statement or section related to the information or   explanation presented. |
| Grade 6 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   1. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate transitions to clarify the relationships among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from the information or   explanation presented. |
| Grade 7 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from and supports the   information or explanation presented. |
| Grade 8 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

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|  | 1. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 2. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 3. Use precise language and domain-specific vocabulary to inform about or explain the topic. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the   information or explanation presented. |
| Grades 9-10 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 4. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| Grades 11-12 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |

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|  | f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

College and Career Readiness Anchor Standards for Writing Vertical Progression – Writing Standards

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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| Grade | Standard 3 at Each Grade Level |
| Kindergarten | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |
| Grade 1 | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| Grade 2 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| Grade 3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   1. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. 2. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 3. Use temporal words and phrases to signal event order. 4. Provide a sense of closure. |
| Grade 4 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 2. Use dialogue and description to develop experiences and events or show the responses of characters to situations. 3. Use a variety of transitional words and phrases to manage the sequence of events. 4. Use concrete words and phrases and sensory details to convey experiences and events precisely. 5. Provide a conclusion that follows from the narrated experiences or events. |

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| Grade 5 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 4. Use concrete words and phrases and sensory details to convey experiences and events precisely. 5. Provide a conclusion that follows from the narrated experiences or events. |
| Grade 6 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   1. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 2. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters. 3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 4. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 5. Provide a conclusion that follows from the narrated experiences or events. |
| Grade 7 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   1. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 4. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 5. Provide a conclusion that follows from and reflects on the narrated   experiences or events. |
| Grade 8 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   1. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 2. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 3. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. |

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|  | 1. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 2. Provide a conclusion that follows from and reflects on the narrated   experiences or events. |
| Grades 9-10 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   1. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| Grades 11-12 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). 4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

College and Career Readiness Anchor Standards for Writing Vertical Progression – Writing Standards

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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| Grade | Standard 4 at Each Grade Level |
| Kindergarten | (Begins in grade 3) |
| Grade 1 | (Begins in grade 3) |
| Grade 2 | (Begins in grade 3) |
| Grade 3 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| Grade 4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above). |
| Grade 5 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above). |
| Grade 6 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| Grade 7 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| Grade 8 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| Grades 9-10 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| Grades 11-12 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

College and Career Readiness Anchor Standards for Writing Vertical Progression – Writing Standards

Production and Distribution of Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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| Grade | Standard 5 at Each Grade Level |
| Kindergarten | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| Grade 1 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| Grade 2 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| Grade 3 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.) |
| Grade 4 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.) |
| Grade 5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.) |
| Grade 6 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.) |
| Grade 7 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.) |
| Grade 8 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.) |
| Grades 9-10 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.) |

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| Grades 11-12 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.) |

College and Career Readiness Anchor Standards for Writing Vertical Progression – Writing Standards

Production and Distribution of Writing

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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| Grade | Standard 6 at Each Grade Level |
| Kindergarten | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| Grade 1 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| Grade 2 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| Grade 3 | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| Grade 4 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| Grade 5 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| Grade 6 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| Grade 7 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| Grade 8 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| Grades 9-10 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| Grades 11-12 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |

College and Career Readiness Anchor Standards for Writing

Vertical Progression – Writing Standards

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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| Grade | Standard 7 at Each Grade Level |
| Kindergarten | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |
| Grade 1 | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |
| Grade 2 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| Grade 3 | Conduct short research projects that build knowledge about a topic. |
| Grade 4 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| Grade 5 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| Grade 6 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| Grade 7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| Grade 8 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| Grades 9-10 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| Grades 11-12 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |

College and Career Readiness Anchor Standards for Writing

Vertical Progression – Writing Standards for Literature

Research to Build and Present Knowledge

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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| Grade | Standard 8 at Each Grade Level |
| Kindergarten | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| Grade 1 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| Grade 2 | Recall information from experiences or gather information from provided sources to answer a question. |
| Grade 3 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| Grade 4 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| Grade 5 | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| Grade 6 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| Grade 7 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| Grade 8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| Grades 9-10 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| Grades 11-12 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

College and Career Readiness Anchor Standards for Writing

Vertical Progression – Writing Standards

Research to Build and Present Knowledge

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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| Grade | Standard 9 at Each Grade Level |
| Kindergarten | (Begins in grade 4) |
| Grade 1 | (Begins in grade 4) |
| Grade 2 | (Begins in grade 4) |
| Grade 3 | (Begins in grade 4) |
| Grade 4 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). 2. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). |
| Grade 5 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). 2. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). |
| Grade 6 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). 2. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). |
| Grade 7 | Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter |

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|  | history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and  evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). |
| Grade 8 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). 2. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). |
| Grades 9-10 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). 2. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). |
| Grades 11-12 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). 2. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). |

College and Career Readiness Anchor Standards for Writing Vertical Progression – Writing Standards

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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| Grade | Standard 10 at Each Grade Level |
| Kindergarten | (Begins in grade 3) |
| Grade 1 | (Begins in grade 3) |
| Grade 2 | (Begins in grade 3) |
| Grade 3 | 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. |
| Grade 4 | 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. |
| Grade 5 | 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. |
| Grade 6 | 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. |
| Grade 7 | 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. |
| Grade 8 | 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. |
| Grades 9-10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| Grades 11-12 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

College and Career Readiness Anchor Standards for Speaking and Listening  
Vertical Progression – Speaking and Listening Standards

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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| Grade | Standard 1 at Each Grade Level |
| Kindergarten | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue a conversation through multiple exchanges. |
| Grade 1 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. 3. Ask questions to clear up any confusion about the topics and texts under discussion. |
| Grade 2 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.   1. 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). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| Grade 3 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |

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|  | 1. 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). 2. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 3. Explain their own ideas and understanding in light of the discussion. |
| Grade 4 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions to clarify or follow up on information,   and make comments that contribute to the discussion and link to the remarks  of others.   1. Review the key ideas expressed and explain their own ideas and understanding   in light of the discussion. |
| Grade 5 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions by making comments that contribute to   the discussion and elaborate on the remarks of others.   1. Review the key ideas expressed and draw conclusions in light of information   and knowledge gained from the discussions. |
| Grade 6 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 3. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 4. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| Grade 7 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, |

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|  | text, or issue to probe and reflect on ideas under discussion.   1. Follow rules for collegial discussions, track progress toward specific goals and   deadlines, and define individual roles as needed.   1. Pose questions that elicit elaboration and respond to others’ questions and   comments with relevant observations and ideas that bring the discussion back  on topic as needed.   1. Acknowledge new information expressed by others and, when warranted,   modify their own views. |
| Grade 8 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 3. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. 4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| Grades 9-10 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.   1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. 2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. 3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| Grades 11-12 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. |

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|  | 1. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 2. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 3. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

College and Career Readiness Anchor Standards for Speaking and Listening  
Vertical Progression – Speaking and Listening Standards

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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| Grade | Standard 2 at Each Grade Level |
| Kindergarten | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| Grade 1 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| Grade 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| Grade 3 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Grade 4 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Grade 5 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Grade 6 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| Grade 7 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| Grade 8 | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| Grades 9-10 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| Grades 11-12 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |

College and Career Readiness Anchor Standards for Speaking and Listening  
Vertical Progression – Speaking and Listening Standards

Comprehension and Collaboration

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

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| Grade | Standard 3 at Each Grade Level |
| Kindergarten | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| Grade 1 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| Grade 2 | 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. |
| Grade 3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| Grade 4 | Identify the reasons and evidence a speaker provides to support particular points. |
| Grade 5 | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| Grade 6 | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| Grade 7 | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| Grade 8 | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
| Grades 9-10 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| Grades 11-12 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |

College and Career Readiness Anchor Standards for Speaking and Listening  
Vertical Progression – Speaking and Listening Standards

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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| Grade | Standard 4 at Each Grade Level |
| Kindergarten | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| Grade 1 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| Grade 2 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| Grade 3 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| Grade 4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| Grade 5 | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| Grade 6 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| Grade 7 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| Grade 8 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| Grades 9-10 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| Grades 11-12 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |

College and Career Readiness Anchor Standards for

Speaking and Listening  
Vertical Progression – Speaking and Listening Standards

Presentation of Knowledge and Ideas

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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| Grade | Standard 5 at Each Grade Level |
| Kindergarten | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| Grade 1 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| Grade 2 | 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. |
| Grade 3 | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |
| Grade 4 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |
| Grade 5 | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| Grade 6 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| Grade 7 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| Grade 8 | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| Grades 9-10 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| Grades 11-12 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |

College and Career Readiness Anchor Standards for Speaking and Listening  
Vertical Progression – Speaking and Listening Standards

Presentation of Knowledge and Ideas

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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| Grade | Standard 6 at Each Grade Level |
| Kindergarten | Speak audibly and express thoughts, feelings, and ideas clearly. |
| Grade 1 | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) |
| Grade 2 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.) |
| Grade 3 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) |
| Grade 4 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.) |
| Grade 5 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) |
| Grade 6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.) |
| Grade 7 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.) |
| Grade 8 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.) |
| Grades 9-10 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) |
| Grades 11-12 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) |

College and Career Readiness Anchor Standards for Language

Vertical Progression – Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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| Grade | Standard 1 at Each Grade Level |
| Kindergarten | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print many upper- and lowercase letters. 2. Use frequently occurring nouns and verbs. 3. Form regular plural nouns orally by adding /s/or /es/ (e.g., dog, dogs; wish,   wishes).   1. Understand and use question words (interrogatives) (e.g., who, what, where,   when, why, how).   1. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off,   for, of, by, with).   1. Produce and expand complete sentences in shared language activities. |
| Grade 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print all upper- and lowercase letters. 2. Use common, proper, and possessive nouns. 3. Use singular and plural nouns with matching verbs in basic sentences (e.g., He   hops; We hop).   1. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them,   their; anyone, everything).   1. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I   walked home; Today I walk home; Tomorrow I will walk home).   1. Use frequently occurring adjectives. 2. Use frequently occurring conjunctions (e.g., and, but, or, so, because). 3. Use determiners (e.g., articles, demonstratives). 4. Use frequently occurring prepositions (e.g., during, beyond, toward). 5. Produce and expand complete simple and compound declarative,   interrogative, imperative, and exclamatory sentences in response to prompts. |
| Grade 2 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Use collective nouns (e.g., group). 2. Form and use frequently occurring irregular plural nouns (e.g., feet, children,   teeth, mice, fish). |

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|  | c. Use reflexive pronouns (e.g., myself, ourselves).   1. Form and use the past tense of frequently occurring irregular verbs (e.g., sat,   hid, told).   1. Use adjectives and adverbs, and choose between them depending on what is   to be modified.   1. 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). |
| Grade 3 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 2. Form and use regular and irregular plural nouns. 3. Use abstract nouns (e.g., childhood). 4. Form and use regular and irregular verbs. 5. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. 6. Ensure subject-verb and pronoun-antecedent agreement.\* 7. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. 8. Use coordinating and subordinating conjunctions. 9. Produce simple, compound, and complex sentences. |
| Grade 4 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 2. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. 3. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. 4. Order adjectives within sentences according to conventional patterns (e.g., a   small red bag rather than a red small bag).   1. Form and use prepositional phrases. 2. Produce complete sentences, recognizing and correcting inappropriate   fragments and run-ons.\*   1. Correctly use frequently confused words (e.g., to, too, two; there, their).\* |
| Grade 5 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 2. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. 3. Use verb tense to convey various times, sequences, states, and conditions. 4. Recognize and correct inappropriate shifts in verb tense.\* 5. Use correlative conjunctions (e.g., either/or, neither/nor). |
| Grade 6 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Ensure that pronouns are in the proper case (subjective, objective, possessive). |

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|  | 1. Use intensive pronouns (e.g., myself, ourselves). 2. Recognize and correct inappropriate shifts in pronoun number and person.\* 3. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous   antecedents).\*   1. Recognize variations from standard English in their own and others’ writing   and speaking, and identify and use strategies to improve expression in conventional language.\* |
| Grade 7 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of phrases and clauses in general and their function in specific sentences. 2. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\* |
| Grade 8 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. 2. Form and use verbs in the active and passive voice. 3. Form and use verbs in the indicative, imperative, interrogative, conditional,   and subjunctive mood.   1. Recognize and correct inappropriate shifts in verb voice and mood.\* |
| Grades 9-10 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Use parallel structure.\* 2. Use various types of phrases (noun, verb, adjectival, adverbial, participial,   prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| Grades 11-12 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. 2. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. |

College and Career Readiness Anchor Standards for Language Vertical Progression – Language Standards

Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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| Grade | Standard 2 at Each Grade Level |
| Kindergarten | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize the first word in a sentence and the pronoun I. 2. Recognize and name end punctuation. 3. Write a letter or letters for most consonant and short-vowel sounds   (phonemes).   1. Spell simple words phonetically, drawing on knowledge of sound-letter   relationships. |
| Grade 1 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and names of people. 2. Use end punctuation for sentences. 3. Use commas in dates and to separate single words in a series. 4. Use conventional spelling for words with common spelling patterns and for   frequently occurring irregular words.   1. Spell untaught words phonetically, drawing on phonemic awareness and   spelling conventions. |
| Grade 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize holidays, product names, and geographic names. 2. Use commas in greetings and closings of letters. 3. Use an apostrophe to form contractions and frequently occurring possessives. 4. Generalize learned spelling patterns when writing words (e.g., cage → badge;   boy → boil).   1. Consult reference materials, including beginning dictionaries, as needed to   check and correct spellings. |
| Grade 3 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize appropriate words in titles. 2. Use commas in addresses. 3. Use commas and quotation marks in dialogue. 4. Form and use possessives. 5. Use conventional spelling for high-frequency and other studied words and for   adding suffixes to base words (e.g., sitting, smiled, cries, happiness).   1. Use spelling patterns and generalizations (e.g., word families, position-based |

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|  | spellings, syllable patterns, ending rules, meaningful word parts) in writing  words. g. Consult reference materials, including beginning dictionaries, as needed to  check and correct spellings. |
| Grade 4 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use correct capitalization. 2. Use commas and quotation marks to mark direct speech and quotations from a   text.   1. Use a comma before a coordinating conjunction in a compound sentence. 2. Spell grade-appropriate words correctly, consulting references as needed. |
| Grade 5 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation to separate items in a series.\* 2. Use a comma to separate an introductory element from the rest of the   sentence.   1. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a   tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to  indicate direct address (e.g., Is that you, Steve?).   1. Use underlining, quotation marks, or italics to indicate titles of works. 2. Spell grade-appropriate words correctly, consulting references as needed. |
| Grade 6 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\* 2. Spell correctly. |
| Grade 7 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). 2. Spell correctly. |
| Grade 8 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 2. Use an ellipsis to indicate an omission. 3. Spell correctly. |
| Grades 9-10 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 2. Use a colon to introduce a list or quotation. 3. Spell correctly. |
| Grades 11-12 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Observe hyphenation conventions. 2. Spell correctly. |

College and Career Readiness Anchor Standards for Language

Vertical Progression – Language Standards

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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| Grade | Standard 3 at Each Grade Level |
| Kindergarten | (Begins in grade 2) |
| Grade 1 | (Begins in grade 2) |
| Grade 2 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Compare formal and informal uses of English. |
| Grade 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Choose words and phrases for effect.\* 2. Recognize and observe differences between the conventions of spoken and   written standard English. |
| Grade 4 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Choose words and phrases to convey ideas precisely.\* 2. Choose punctuation for effect.\* 3. Differentiate between contexts that call for formal English (e.g., presenting   ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| Grade 5 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| Grade 6 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Vary sentence patterns for meaning, reader/ listener interest, and style.\* 2. Maintain consistency in style and tone.\* |
| Grade 7 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\* |

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| Grade 8 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). |
| Grades 9-10 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. |
| Grades 11-12 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |

College and Career Readiness Anchor Standards for Language Vertical Progression – Language Standards

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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| Grade | Standard 4 at Each Grade Level |
| Kindergarten | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.   1. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). 2. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. |
| Grade 1 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Use frequently occurring affixes as a clue to the meaning of a word. 3. Identify frequently occurring root words (e.g., look) and their inflectional forms   (e.g., looks, looked, looking). |
| Grade 2 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Determine the meaning of the new word formed when a known prefix is added   to a known word (e.g., happy/unhappy, tell/retell).   1. Use a known root word as a clue to the meaning of an unknown word with the   same root (e.g., addition, additional).   1. Use knowledge of the meaning of individual words to predict the meaning of   compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook,  bookmark).   1. Use glossaries and beginning dictionaries, both print and digital, to determine   or clarify the meaning of words and phrases. |
| Grade 3 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Determine the meaning of the new word formed when a known affix is added   to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |

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|  | c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |
| Grade 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| Grade 5 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| Grade 6 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| Grade 7 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 3. Consult general and specialized reference materials (e.g., dictionaries, |

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|  | glossaries, thesauruses), both print and digital, to find the pronunciation of a  word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g.,  by checking the inferred meaning in context or in a dictionary). |
| Grade 8 | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| Grades 9-10 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| Grades 11-12 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

College and Career Readiness Anchor Standards for Language Vertical Progression – Language Standards

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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| Grade | Standard 5 at Each Grade Level |
| Kindergarten | With guidance and support from adults, explore word relationships and nuances in word meanings.   1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 3. Identify real-life connections between words and their use (e.g., note places at school that are colorful). 4. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. |
| Grade 1 | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.   1. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 2. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). 3. Identify real-life connections between words and their use (e.g., note places at home that are cozy). 4. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. |
| Grade 2 | Demonstrate understanding of word relationships and nuances in word meanings.   1. Identify real-life connections between words and their use (e.g., describe foods   that are spicy or juicy).   1. Distinguish shades of meaning among closely related verbs (e.g., toss, throw,   hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |
| Grade 3 | Demonstrate understanding of word relationships and nuances in word meanings.   1. Distinguish the literal and nonliteral meanings of words and phrases in context   (e.g., take steps).   1. Identify real-life connections between words and their use (e.g., describe   people who are friendly or helpful).   1. Distinguish shades of meaning among related words that describe states of   mind or degrees of certainty (e.g., knew, believed, suspected, heard, |

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|  | wondered). |
| Grade 4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. 2. Recognize and explain the meaning of common idioms, adages, and proverbs. 3. Demonstrate understanding of words by relating them to their opposites   (antonyms) and to words with similar but not identical meanings (synonyms). |
| Grade 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figurative language, including similes and metaphors, in context. 2. Recognize and explain the meaning of common idioms, adages, and proverbs. 3. Use the relationship between particular words (e.g., synonyms, antonyms,   homographs) to better understand each of the words. |
| Grade 6 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figures of speech (e.g., personification) in context. 2. Use the relationship between particular words (e.g., cause/effect, part/whole,   item/category) to better understand each of the words.   1. Distinguish among the connotations (associations) of words with similar   denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). |
| Grade 7 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. 2. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. 3. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |
| Grade 8 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figures of speech (e.g. verbal irony, puns) in context. 2. Use the relationship between particular words to better understand each of   the words.   1. Distinguish among the connotations (associations) of words with similar   denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |
| Grades 9-10 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. 2. Analyze nuances in the meaning of words with similar denotations. |
| Grades 11-12 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze |

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|  | their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |

College and Career Readiness Anchor Standards for Language Vertical Progression – Language Standards

Vocabulary Acquisition and Use

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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| Grade | Standard 6 at Each Grade Level |
| Kindergarten | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| Grade 1 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
| Grade 2 | 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). |
| Grade 3 | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| Grade 4 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| Grade 5 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
| Grade 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Grade 7 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Grade 8 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Grades 9-10 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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| Grades 11-12 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |