



Ogdensburg School
English Language Arts Curriculum
K - 2

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RATIONALE

The English Language Arts Program provides students with the skills and knowledge to become an effective member of society. Studying language builds developmental thinking, discovery through research, analytical mindsets, and a vehicle for expression of thoughts and feelings. Language skills, both oral and written, apply across all curricular and life areas.

Developing language skills provide students with the competence for their college and career futures. Command of written and oral language is essential for navigating and contributing to culture and citizenship. Providing a venue for students to become efficacious in the area of Language paves the way for the students to become valued members of a global society.

The conventions of grammar, structure, organization, and punctuation become necessary tools as part of the written and spoken word. Students' active involvement in the Language Arts process buttresses their efforts in a variety of writing formats and reading of both hard copy and digital texts.

With the growth of Language skills and knowledge, student mastery supports the understanding and appreciation of literature from different cultures fostering personal development. Personal development offers students the opportunity to productively collaborate and communicate broadening their perspectives and involvement in community and country.

Anchor Standards Grades K to 8

Anchor Standards: Reading

Key Ideas and Details

- Read closely both explicitly and inferentially
- Cite specific details as evidence
- Draw conclusions
- Determine central ideas
- Analyze story development
- Summarize supporting details
- Analyze how individuals and events develop over time. In the text

Craft and Structure

- Interpret words and phrases (technical, connotative, figurative)
- Analyze how word choice shapes meaning and tone
- Analyze structure of texts (sentences, paragraphs, sections, chapters, scenes) and their relation to the whole
- Assess point of view or purpose in relation to text style

Integration of Knowledge and Ideas

- Integrate/ evaluate content in diverse media (visually, quantitatively, in words)
- Delineate / evaluate the argument and specific claims (include validity, and relevance of evidence)
- Analyze/ reflect on similar themes or topics of two or more texts to compare

Range of Reading and Level of Text Complexity

- Read and comprehend complex literary and informational texts

Note on range and content of student reading

Students must read from a broad range of increasingly challenging texts to build a foundation for college and careers. Reading should encompass stories, dramas, poems, and myths from diverse cultures and historical periods. Reading in all disciplines constructs a foundation of knowledge in a variety of fields. Instill the habits of lifelong reading.

Anchor Standards: Writing

Text Types and Purposes

- Write arguments to support claims
- Analyze substantive topics or texts
- Use valid reasoning with relevant and sufficient evidence
- Write informative/ explanatory texts
- Examine and convey complex ideas and information clearly and accurately
- Convey ideas using effective selection, organization, and analysis of content
- Write narratives developing real or imagined experience/ events

- Use effective technique, well-chosen details, well-structured event sequences

Production and Distribution of Writing

- Use development, organization, and style to produce clear and coherent writing (appropriate task, purpose, audience)
- Use planning, revising, editing, rewriting, new approaches to strength writing
- Produce and publish writing to interact / collaborate with others using the internet

Research to Build and Present Knowledge

- Conduct research projects using inquiry based process (short and sustained research)
- Research based on focus questions
- Demonstrate understanding of researched subject
- Gather relevant information from print and digital sources
- Assess credibility of sources
- Integrate information avoiding plagiarism
- Draw evidence from literary or informational texts to support analysis, reflection, research

Range of Writing

- Write routinely over extended time using research, reflection, revision
- Write routinely over shorter time frames for a range of tasks, purposes, audiences

Note on range and content in student writing

Students should use writing to support opinions, demonstrate understanding, convey real and imagined events/ experiences to build a foundation for college and careers. Writing in short and long forms strengthens an understanding that communication to external, at times unfamiliar, audiences needs dictate the form and content of their writing. Students should expand knowledge on a variety of subjects and be able to analyze literary works and information sources. Significant time and effort must be devoted to the writing process.

Anchor Standards: Speaking and Listening

Comprehension and Collaboration

- Work in collaboration with diverse partners
- Build on others' ideas and express their own
- Prepare for the conversation effectively
- Integrate and evaluate diverse media
- Present visually, quantitatively, and orally
- Evaluate speakers: point of view, reasoning, use of evidence, rhetoric

Presentation of Knowledge and Ideas

- Organize, develop, reason to present information clearly to the listener
- Choose style appropriate to the task and audience
- Use digital media strategically
- Present visual displays of data that enhances presentation
- Demonstrate command of English adapted to a variety of contexts

Note on range and content of student speaking and listening

Students need opportunities to partake in rich conversations to build a foundation for college and careers. Whole class, small groups, and partner work should be part of the structured conversations. Students need to contribute accurate, relevant information, respond to develop others' words, compare and contrast, and analyze and synthesize in various domains. Students communicate utilizing new technologies to acquire and share knowledge.

Anchor Standards: Language

Conventions of Standard English

- Utilize standard English grammar and usage (writing and speaking)
- Demonstrate command of capitalization, punctuation, and spelling

Knowledge of Language

- Understand how language functions in different contexts
- Make effective choices for meaning / style
- Comprehend when reading and listening

Vocabulary Acquisition and Use

- Clarify meaning of unknown and multiple-meaning words/ phrases
- Utilize context clues
- Analyze word parts
- Consult reference material
- Demonstrate understanding of word relationships and nuances
- Acquire and use academic and domain-specific words and phrases
- Demonstrate independence of gathering vocabulary knowledge

Notes on range and content of student language use

Use standard English grammar, usage, and mechanics to build foundation for college and careers. Students must convey meaning effectively through language. They must clarify grade-appropriate words from listening, reading, and media. Students must explain nonliteral meaning words, shades of meaning, and expand their vocabulary. Skills related to conventions, effective language, and vocabulary are important to reading, writing, speaking, and listening.

English Language Arts Curriculum

Kindergarten

Content Area: English Language Arts	Grade Level: K	Domain: Reading Literature Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
Cluster Assessment		
Tell me the main character of the story. Tell me where the story takes place.	Retell the story in your own words.	Tell me the setting of the story. Tell me the most important part of the story.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Reading Literature Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RL.K.4 Ask and answer questions about unknown words in a text	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Cluster Assessment		
Tell me how you can figure out a word you do not know in a sentence.	Tell me the type of text we are reading.	Tell me who is the author of the book and what he or she does. Tell me who the illustrator of the book and what he or she does
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Reading Literature Text	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Integration of Knowledge and Ideas			
Clusters			
RL.K.7 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)	RL.K.8 (Not applicable to literature)	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
Cluster Assessment			
Use the illustrations to explain what is happening in the story.	Not applicable	Compare and contrast two characters from a text (or two different texts).	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: K	Domain: Reading Literature Text	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Range of Reading and Level of Text Complexity			
Clusters			
RL.K.10 Actively engage in group reading activities with purpose and understanding.			
Cluster Assessment			
Peers work collaboratively to answer questions to show understanding of a text.			
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: K	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Cluster Assessment		
Ask a question about the key details (main idea of the text).	Tell the main idea and key details of the text.	Explain the connection between two events in the texts. Compare and contrast information from the two texts.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	RI.K.5 Identify the front cover, back cover, and title page of a book.	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Cluster Assessment		
Tell me how you can figure out a word you do not know in a sentence.	Show me the front cover, back cover, and title page of this book.	Tell me who is the author of the book and what he or she does. Tell me who the illustrator of the book and what he or she does.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Reading Informational Text	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Integration of Knowledge and Ideas			
Clusters			
RI.K.7 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).	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
Cluster Assessment			
Use the illustrations to explain what is happening in the story.	Tell reasons why the author wrote more about the topic. Explain why the author writes more than one sentence on the topic.	Compare and contrast two parts from different texts on the same topic.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: K	Domain: Reading Informational Text	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Range of Reading and Level of Text Complexity			
Clusters			
RI.K.10 Actively engage in group reading activities with purpose and understanding.			
Cluster Assessment			
Actively work with peers to ask and answer questions about the text.			
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: K	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:Text Types and Purposes		
Clusters		
W.K.1 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	W.K.2 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.	W.K.3 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.
Cluster Assessment		
Write (or draw) the book title. (My favorite book is...) Write a sentence to tell how you feel about the topic.	Inform the reader by writing or drawing your topic. Write a sentence(s) to tell more about the topic.	Write and draw a narrative writing piece. Use words to link events in the order they occur.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain:Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Production and Distribution of Writing		
Clusters		
W.K.4 (Begins in grade 3)	W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).	W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Cluster Assessment		
Not applicable	Work together with teachers and peers to edit and add more details.	Publish a copy of student written text.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Writing	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Research to Build and Present Knowledge			
Clusters			
W.K.7 Participate in shared research/ writing projects (e.g., explore books by a favorite author and express opinions about them).	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		W.K.9 (Begins in grade 4)
Cluster Assessment			
Read and listen to books by the same author or on the same topic, Tell what you like or dislike about them.	Use prior knowledge or experiences to answer a question. Use information from a text to answer a question.		Not applicable.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: K	Domain: Writing	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Range of Writing			
Clusters			
W.K.10 (Begins in grade 3)			
Cluster Assessment			
Not applicable.			
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: K	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow norms for discussions (e.g., listening to others with care and taking turns speaking). B. Continue a conversation through multiple exchanges.	SL.K.2 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.	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Cluster Assessment		
Turn and talk various times throughout the day. Show and share.	Ask and answer questions about a text. Ask and answer questions about orally stated directions.	Ask questions to clarify information or directions.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly
Cluster Assessment		
Tell about your family with details. Tell about your favorite place or best vacation.	Draw a picture to support the words you've written.	Share writing and read a student written text orally.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.K.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking A. Print many upper- and lowercase letters.	L.K.1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use frequently occurring nouns and verbs.	L.K.1.C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
Cluster Assessment		
Write your first and last name.	Tell me what a noun is. Tell me what a verb is. Use a sentence with a noun and a verb.	Tell me how you say more than one cat. Tell how you say more than one fox.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
L.K.1.D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Use question words (interrogatives) (e.g., who, what, where, when, why, how) when writing or speaking.	L.K.1.E Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) when writing or speaking.	L.K.1.F Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Produce and expand complete sentences in shared language activities.
Cluster Assessment		
Tell me a sentence starting with the word, “Where”. Tell me a sentence starting with the word, “Who”.	Finish this sentence, “I will go to...” Tell me a sentence using the word “with”	Add three words to the sentence, “The dog walked” Add three words to the sentence, “The girl jumped”
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: K	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
L.K.2.A Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing A. Capitalize the first word in a sentence and the pronoun I.	L.K.2.B Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Recognize and name end punctuation.	L.K.2.C Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
Cluster Assessment		
Write the sentence “He and I play.	What is the name of this symbol? /./ What is the name of this symbol? /?/	Write the letter with the /a/ sound. Write the letter with the /d/ sound. Write the letter with the /p/ sound.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.K.2.D Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.. D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		
Cluster Assessment		
Write the word, “hip”.	Write the word, “chat”.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: K	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Knowledge of Language (L.K.3) Vocabulary Acquisition and Use (L.K.4.A, L.K.4.B)		
Clusters		
L.K.3 (Begins in grade 2)	L.K.4.A Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing “duck” is a bird and learning the verb “to duck”)	L.K.4.B Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
Cluster Assessment		
NA	Listen to the sentence. “I hit the ball with a bat.” Now tell me another sentence when the word “bat” means something different.	Listen to the sentence, “I play with my dog”. How does the sentence change, “I played with my dog.” How is it different?
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.K.5.A With guidance and support from adults, explore word relationships and nuances in word meanings A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts that the categories represent.	L.K.5.B With guidance and support from adults, explore word relationships and nuances in word meanings. B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
Cluster Assessment		
Sort the following into groups (circle, pizza, triangle, slice of cake, rectangle, box of cereal). Now sort them a different way.	Tell me the opposite of tall. Tell me the opposite of small.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: K	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
L.K.5.C With guidance and support from adults, explore word relationships and nuances in word meanings. C. Identify real-life connections between words and their use (e.g., note a colorful item at school)	L.K.5.D With guidance and support from adults, explore word relationships and nuances in word meanings. D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Cluster Assessment		
Tell me something that you have eaten that is sticky. Tell me something that is colorful.	Act out the word, “march”. Act out the word, “jump”.	After a text is read to the student, have student retell the story.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

English Language Arts Curriculum

First Grade

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Literature Text	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Key Ideas and Details			
Clusters			
RL.1.1 Ask and answer questions about key details in a text.	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL.1.3 Describe characters, settings, and major event(s) in a story, using key details.	
Cluster Assessment			
Ask a classmate a question about an important detail from the text.	Retell the story with the main details. Explain the message the author was trying to teach in the text.	Tell me what the main character looks like. Tell me the setting of the story. Tell three events from the story in the order they happened.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Literature Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	RL.1.6 Identify who is telling the story at various points in a text.
Cluster Assessment		
Find the words in the poem or story that show the character's feelings. Find words in the poem or story that make you think of the five senses.	Compare and contrast the difference between informational texts and stories.	Who is telling the story at the beginning? At the middle? At the end?
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Literature Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	RL.1.8 (Not applicable to literature)	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
Cluster Assessment		
Describe the characters in the story in three sentences. Describe the setting. Describe the events in the story.		Tell me the difference between the actions of two characters in the story.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Literature Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.		
Cluster Assessment		
Actively work with peers to ask and answer questions about the text.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RI.1.1 Ask and answer questions about key details in a text.	RI.1.2 Identify the main topic and retell key details of a text	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Cluster Assessment		
Ask a partner one question that you have about the text.	Tell the main topic of the text. Tell 2 important details from the text.	Compare the two main characters in the text. How are they the same and different.?
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI.1.5 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.	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Cluster Assessment		
With your partner, work together to figure out an unknown word in the text.	Tell what page chapter 3 begins using Table of Contents. Find the headings in the first chapter. How do you know they are the headings?	Tell me one way the information in the illustrations are different than the information you got from the words in the text.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	RI.1.8 Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Cluster Assessment		
Look at the illustrations. Tell me what the main ideas are of this text.	Use the story details to explain how the author supports his topic..	After reading two texts about frogs, tell me what is the same and what is the different in the two texts.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RI.1.10 With prompting and support, read informational texts at grade level text complexity or above.		
Cluster Assessment		
Tell me about an informational text that you have read (teacher support as necessary).		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Foundation Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Print Concepts		
Clusters		
RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		
Cluster Assessment		
Tell me the first first word of the sentence. Identify the capital letters in the sentence. What is the end punctuation in this sentence?		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Foundation Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonological Awareness		
Clusters		
RF.1.2.A Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. A. Distinguish long from short vowel sounds in spoken single-syllable words.	RF.1.2.B Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	RF.1.2.C Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
Cluster Assessment		
Does the word, “cave” have a long or short vowel? Does the word, “pit” have a long or short vowel?	Blend the word, /cl//a//p/.	Tell me the first sound in the word, “mat”. Tell me the middle sound in the word, “lip.” Tell me the last sound in the word, “clam”.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Foundation Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonological Awareness (RF.1.2.D) and Phonics and Word Recognition (RF.1.3.A, B)		
Clusters		
RF.1.2.D Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	RF.1.3.A Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	RF.1.3.B Know and apply grade-level phonics and word analysis skills in decoding words. B. Decode regularly spelled one-syllable words.
Cluster Assessment		
Separate the word, “tap” into the three separate sounds.	Spell the word, “chop”	Read the word, “lid”
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Foundation Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		
Clusters		
RF.1.3.C Know and apply grade-level phonics and word analysis skills in decoding words. C. Know final -e and common vowel team conventions for representing long vowel sounds.	RF.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words. D. Distinguish long and short vowels when reading regularly spelled one-syllable words.	RF.1.3.E Know and apply grade-level phonics and word analysis skills in decoding words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
Cluster Assessment		
Read the word, “take” Read the word, “sleep”	Read the word, “sit” Read the word, “same”	Read the word, “inside”
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Foundation Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Fluency		
Clusters		
RF.1.4.A Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	RF.1.4.B Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level text orally with accuracy, appropriate rate, and expression.	RF.1.4.C Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Cluster Assessment		
Read the text and tell me two things you remember.	Read the paragraph aloud with expression and accuracy.	Reread the text, to make sure you understood any new words.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
Cluster Assessment		
Choose your favorite pet. Write two reasons why it is your favorite pet. Write a closing sentence.	Choose a topic you know a lot about. Write the name of the topic and write two facts about the topic. Write a closing sentence.	Write a personal narrative. Use sequencing words to write three events in order of which they happened. Write a closing sentence.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Production and Distribution of Writing		
Clusters		
W.1.4 (Begins in grade 3)	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. Identify who is telling the story at various points in a text.
Cluster Assessment		
Not applicable	During a conference with your teacher, come up with one part of your writing that you can revise to make it better.	In the publishing phase, type your final copy and identify who is telling the story.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Writing	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Research to Build and Present Knowledge			
Clusters			
W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.9 (Begins in grade 4)	
Cluster Assessment			
Listen to many how to books. Choose your own topic and write at least 3 steps for your instructions (e.g. brushing your teeth)	Use the information from the text and videos to answer a question.	Not applicable.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 1	Domain: Writing	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Range of Writing			
Clusters			
W.1.10	Begins in grade 3.		
Cluster Assessment			
Not applicable.			
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 1	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.1.1.A Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	SL.1.1.B Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	SL.1.1.C Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. C. Ask questions to clear up any confusion about the topics and texts under discussion.
Cluster Assessment		
Talk to your friend about your family. Take turns talking and show listening skills when not talking.	Take turns talking for 3 minutes. Respond kindly with your comments.	Ask questions to help understand the directions I state.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
Cluster Assessment		
Ask your partner one question about the text. Answer your partner's question about the text.	Ask a question about the topic the speaker is talking about to get more information.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.1.6 Produce complete sentences when appropriate to task and situation.
Cluster Assessment		
Describe your favorite place in at least three sentences.	Add an illustration to help show your favorite place.	Use complete sentences when speaking to a partner or an adult.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.1.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters.	L.1.1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use common, proper, and possessive nouns.	L.1.1.C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
Cluster Assessment		
Write all of the upper and lowercase letters on a whiteboard.	Tell me a sentence with a common noun. Write a sentence with a proper noun. “Jack’s dog ran away.” Which word shows the owner.	Finish the sentence with a noun or verb that makes sense. _____ jumps. OR They _____.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.1.1.D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	L.1.1.E Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Use verbs to convey a sense of past, present, and future	L.1.1.F Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Use frequently occurring adjectives.
Cluster Assessment		
Describe your clothing to your partner.	Use the verb play in the past, present, and future. (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	Describe your classroom using five adjectives.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.1.1.G Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	L.1.1.H Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. H. Use determiners (e.g., articles, demonstratives).	
Cluster Assessment		
With a partner, tell a sentence using the word “or” e.g. Would you like chocolate or vanilla ice cream?	Fill in the blanks using this, these, the, a, or an. _____ bee buzzed. . _____ dogs are eating.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.1.1.I Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I. Use frequently occurring prepositions (e.g., during, beyond, toward).	L.1.1.J Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
Cluster Assessment		
Write a sentence starting with the phrase, “During the night...”	Write an interrogative sentence asking about the weather. Write a compound sentence about your favorite place.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.1.2.A Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize dates and names of people.	L.1.2.B Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use end punctuation for sentences.	L.1.2.C Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Use commas in dates and to separate single words in a series.
Cluster Assessment		
Write the word Friday.. Write the name of your teacher.	Write a sentence with the correct end punctuation.	Write the date June 4, 218. Write the following sentence, “I have a dog, a cat, and a fish.”
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.1.2.D Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	L.1.2.E Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
Cluster Assessment		
Spell three words with the split digraph “magic e”	Use the vowel team “ea” to spell the words, meat, seat, and beach.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Knowledge of Language		
Clusters		
L.1.3	Begins in grade 2.	
Cluster Assessment		
Not applicable.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.1.4.A Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase.	L.1.4.B 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. B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.	L.1.4.C 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. C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
Cluster Assessment		
Use the words that come before and after an unknown word to help figure out what it means.	Tell what it means when you add -ed to the end of roar. Tell what happens to the word “cook” when you add pre-. Use this new word in a sentence.	Tell the root word in “printing”.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.1.5.A With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.	L.1.5.B With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. B. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	L.1.5.C With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).
Cluster Assessment		
Sort a list of words into groups. Tell why you sorted them the way you did. Give a heading to each category.	Choose an animal. Tell what their key attribute is. (E.g. a snake is a reptile with scales.)	Tell five things that are loud.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.1.5.D With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	L.1.6 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., <i>because</i>).	
Cluster Assessment		
Act out with a partner the verbs crawl, walk, skip, run, zoom. Illustrate and describe the adjectives small, tiny, miniscule.	Use the word “because” in a sentence to tell about your favorite food. e.g.. I like pizza because...	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

English Language Arts Curriculum

Second Grade

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Literature Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.	RL.2.3 Describe how characters in a story respond to major events and challenges using key details.
Cluster Assessment		
Ask your partner a question starting with the word “who”(or where, when, etc.) based on the text.	Pick a fable or a folktale that you have read and tell me the message or moral.	Tell how the character has changed from the beginning of the book to the end of the book.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Literature Texts
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Cluster Assessment		
Tell why an author might use alliteration in a text or a poem.	Why does the author describe the setting and the characters in the beginning of the book?	Read a “Reader’s Theater” with two to three other people.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Literature Texts	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Craft and Structure			
Clusters			
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RL.2.8 (Not applicable to literature)	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
Cluster Assessment			
Tell how the illustrations and words helped you understand the setting. Use the illustrations and words to describe the characters.	Not applicable.	Use a Venn Diagram to compare and contrast two versions of the same story.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Literature Texts	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Range of Reading and Level of Text Complexity			
Clusters			
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.			
Cluster Assessment			
With support, students will read various types of complex texts.			
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Informational Texts
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Keys Ideas and Details		
Clusters		
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Cluster Assessment		
Ask your partner at least three questions about the key details in the text.	Tell me the main idea/topic of the following texts.	Tell how the events in the texts are related. Tell how the steps in the procedure are linked.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Informational Texts
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	RI.2.5 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.	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Cluster Assessment		
What evidence in the text defines the word (choose word from text). Use a glossary, a dictionary (hard copy or online) to figure out an unknown word.	Use the glossary to find the meaning of an unknown word in the text. Use the caption to tell me what is happening in the photo	Tell the author's purpose of a text.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Informational Texts
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text.	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
Cluster Assessment		
Tell how the photographs and illustrations help you understand the text.	Which reasons in the text support the author's points.	Use a Venn Diagram or online organizer to compare and contrast two texts (e.g. Helen Keller.)
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Informational Texts
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.		
Cluster Assessment		
Read and explain informational text.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Foundational Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		
Clusters		
RF.2.3.a Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams.	RF.2.3.B Know and apply grade-level phonics and word analysis skills in decoding words. B. Decode regularly spelled two-syllable words with long vowels.	RF.2.3.C Know and apply grade-level phonics and word analysis skills in decoding words. C. Decode words with common prefixes and suffixes.
Cluster Assessment		
Spell words using vowel teams ea, ee, ai, oa, ay, oe.	Read the following words: reason, pilot, paper, baseball, airplane.,	Read the following words unlock, reread, safely, teacher.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Foundational Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		
Clusters		
RF.2.3.D Know and apply grade-level phonics and word analysis skills in decoding words. D. Identify words with inconsistent but common spelling-sound correspondences.	RF.2.3.E Know and apply grade-level phonics and word analysis skills in decoding words. E. Recognize and read grade-appropriate irregularly spelled words.	
Cluster Assessment		
Find other words in a list with different sounds but but common spelling such as cut and put or book and moon.	Read the words, because, would, could,	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Foundational Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Fluency		
Clusters		
RF.2.4.A Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	RF.2.4.B Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level text orally with accuracy, appropriate rate, and expression.	RF.2.4.C Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Cluster Assessment		
Read the following text two times. Write a question to ask your teacher to answer about the text.	Read the following text aloud, carefully, slowly, and with expression.	Read the text at least two times. Use context clues to figure out the meaning of any unknown words.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.2.1 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 conclusion.	W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	W.2.3 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.
Cluster Assessment		
Choose your favorite season. Write your opinion and write three reason sentences why it is your favorite season. Write a closing sentence.	Choose a topic you know a lot about. Write the name of the topic. Using what you know and information from a website or book, write three factual sentences about the topic. Write a closing sentence.	Write a personal narrative. Use sequencing words to write three events in order of which they happened. Write a closing sentence. Make sure you include how you think and feel.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Production and Distribution of Writing		
Clusters		
W.2.4 (Begins in grade 3)	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Cluster Assessment		
NA	During peer edits and writing conferences, focus on an area to strengthen while revising.	Use your writing partner and feedback sessions to help publish a final copy of your writing in a text editing program (Google Docs).
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge		
Clusters		
W.2.7 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).	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	W.2.9 . (Begins in grade 4) .W.2.10 (Begins in grade 3)
Cluster Assessment		
Read various texts, including online, on the same topic (e.g. polar bears) to write a shared informational text (e.g., google slides, report)	Reread text or digital sources to answer a questions about a topic.	NA
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.2.1.A Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms 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).	SL.2.1.B Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.	SL.2.1.C Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. C. Ask for clarification and further explanation as needed about the topics and texts under discussion
Cluster Assessment		
Show me with your eyes and posture that you are listening to the speaker.	Give a piece of feedback to a classmate after he/she has read a written piece.	Ask one question about the topic that has just been discussed.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media	SL.2.3 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.	
Cluster Assessment		
Give a summary of a classmate's oral presentation. Give a summary of a book read by the teacher.	Working with a partner, write two questions that you have from the speaker that you would like to learn more about.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Cluster Assessment		
Retell the story that has just been read in order, with as many details as possible.	Using a google slides or doc, use images and words to retell a story or a personal narrative.	Write a complete sentence, including details, after viewing the picture prompt.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.2.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use collective nouns (e.g., <i>group</i>).	L.2.1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	L.2.1.C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).
Cluster Assessment		
Write a sentence about the class using a collective noun.	Tell me the plural of tooth, deer, mice.	Write two sentences: one with a collective noun and one without the collective noun.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.2.1.D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D.. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	L.2.1.E Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E.. Use adjectives and adverbs, and choose between them depending on what is to be modified.	L.2.1.F Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
Cluster Assessment		
Write a sentence using the past tense of the verb hide. What is the past tense of tell?	Add an adjective to the sentence ;The flower grew in the field. Add an adverb to the sentence; The red bird flew.	Start with a sentence with a noun and a verb, then add an adjective and an adverb.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.2.2.D Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	L.2.2.E Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spelling	
Cluster Assessment		
Write practiced spelling words with the -dge pattern correctly.	Use a dictionary,hard copy or online, to help correct spelling.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Knowledge of Language		
Clusters		
L.2.3.A Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Compare formal and informal uses of English.		
Cluster Assessment		
Give two examples of informal uses of English. With whom might you use it? Give two examples of formal English. With whom might you use it?		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.2.4.A Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase.	L.2.4.B 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. B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	L.2.4.C 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. C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).
Cluster Assessment		
Read the sentences and then tell what the word rodent means. <i>A rodent ran across the floor. Mom said it was a mouse. Dad said it as a rat.</i> What is a rodent?	Tell what the new word re+wrap means. Find the root word in the word unhappy.	Tell what the word additional means based on what you know about the word addition.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.2.4.D 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. D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	L.2.4.E 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. E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
Cluster Assessment		
Tell what the compound word sunrise means. Look around the class and come up with two of your own compound words.	Use a dictionary or glossary to help you figure out the meaning of a word.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.2.5.A Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).	L.2.5.B Demonstrate understanding of figurative language, word relationships and nuances in word meanings. B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	L.2.6 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., <i>When other kids are happy that makes me happy</i>).
Cluster Assessment		
Tell a partner about objects in your house that are fuzzy.	Make a list of words that you can use that mean close to or the same as "throw". Now try the same as "large".	With a partner, read a text together and find words and phrases that show descriptive writing.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		