

**Crook County School District # 1 Curriculum Guide**

**Grade 2 Language Arts**

2011-2012

Crook County School District # 1 Curriculum Guide

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 2 <sup>nd</sup> Grade <b>Reading Literature</b>			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
2.RL.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	<p><b>Key ideas and Details( 1-3)</b></p> <p>Students are required to use the text to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says and include key details.</p> <p>Students are required to retell stories and determine both plot and theme using literature from diverse cultures, including folktales and fables. Character development is discussed in terms of the characters reaction to what is taking place in the story.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• Who are the characters in the story? What are the most important events that happened in the story? How do you know?</li> <li>• What lesson is this story teaching you?</li> <li>• How did the characters solve the problem in this story? How did the characters behavior affect the plot?</li> </ul>	Level One (Recall)	Key Details Prompting Retell Characters Setting Moral Plot Theme
2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		Level One (Recall)	
2.RL.3 Describe how characters in a story respond to major events and challenges.		Level Two (Skill/Concept)	

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2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<p align="center"><b>Craft and Structure (Standards 4-6)</b></p> <p>Students are required to tell how words and phrases provide meaning to a story, poem, or song. They begin to understand story structure by explaining how the introduction is the beginning and the conclusion is where the action ends. Students at this level begin to understand how characters points of view differ. As students read orally, they should read using different voices for different characters.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• Describe the parts of a story (beginning, middle, end).</li> <li>• Which parts of this poem rhyme? Can you find the part that shows the beat? Can you find a part that has alliteration?</li> <li>• How are the characters thinking/feeling about this event? Are the characters thinking the same way about...?</li> <li>• Think about the character. How would this character say this part? (Voice and Inflection)</li> </ul>	Level Four (Extended Thinking)	Key Details Prompting Retell Characters Setting Point of view Alliteration Syllables Stanza Pattern (AABB) Rhythm Voice Inflection
2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			
2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			

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2 <sup>nd</sup> Grade			
Reading Literature			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p style="text-align: center;"><b>Integration of Knowledge and Ideas</b></p> <p>Students are required to use information from pictures, print, or digital text to show they understand characters, setting and plot. They read versions of the same story and find similarities and differences.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What do the illustrations tell you about the setting and how the character feels? (Visual cues)</li> <li>• What is the same about the characters in the two stories? What is different? (Compare and Contrast)</li> <li>• What happened to the characters that is the same? What happened that is different?</li> <li>• Look at these two stories. How did the authors solve the same problem in different ways?</li> </ul>	Level Three (strategic thinking)	Key Details Prompting Retell Characters Setting Illustration Compare Contrast
2.RL.8 N/A to Literature			
2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.			

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CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p style="text-align: center;"><b>Range of Reading and Level of Text Complexity</b></p> <p>Students are required to read proficiently and understand various types of literature for the 2-3 level.</p> <p>Students should be able to make schema/connections within texts.</p> <p>Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p> <p>Effective scaffolding from the teacher should allow students to interact with appropriate text.</p>	<p>Level Three (Strategic-Thinking)</p>	<p>Scaffolding Connections Schema</p>

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 2 <sup>nd</sup> Grade <b>Reading Informational; Text</b>			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
2.RIT.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	<p align="center"><b>Key Ideas and Details</b></p> <p>Students are required to use textual evidence to ask and answer general questions about key details using who, what, when, where, why, and how. They are required to be able to read several paragraphs and identify the main idea.</p> <p>Students at this level are required to describe how historical events, scientific ideas or “how to” procedures are linked together in a text.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• Think about what you read and create your own questions (using who, what, when, where, why, and/or how) about an important idea in this text. (Questioning)</li> <li>• What is the main idea of this text?</li> <li>• What are the important ideas in this text? How do you know?</li> <li>• Which step comes first? After that? (Transitions)</li> <li>• What happened first? After that?</li> </ul>	Level One (Recall)	Informational Text Fiction Nonfiction Main Idea Transitions
2.RIT.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		Level Two (Skill/Concept)	
2.RIT.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		Level Four (Extended Thinking)	

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2 <sup>nd</sup> Grade			
Reading Informational; Text			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
2.RIT.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<p style="text-align: center;"><b>Craft and Structure</b></p> <p>Students are required to find out word meanings and phrases that are specific to grade 2 (Context Clues). As students continue to build the skill of using text features to find information with proficiency, they need to be able to use captions, bold print, subheadings, glossaries, electronic menus, icons, etc. to analyze the text information.</p> <p>Students are required to tell the main idea of a text according to what the author wants the reader to know.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What parts in the text help you find important information about what you are reading?</li> <li>• How do the subheadings help you understand what you are reading?</li> <li>• How does the glossary help you?</li> <li>• How does bold print help you?</li> <li>• Why do you think the author wrote this text? (Authors Purpose-persuade, entertain, inform)</li> <li>• What does the author want you to learn from this text?</li> </ul>		Context Clues Prior Knowledge Main Idea Details Subheadings Caption Bold Print Glossary Icons Menu Bar Authors Purpose
2.RIT.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.			
2.RIT.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 2 <sup>nd</sup> Grade <b>Reading Informational; Text</b>			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
2.RIT.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p style="text-align: center;"><b>Integration of Knowledge and Ideas</b></p> <p>Students are use visual and print information to clarify understanding. At this level, students should also be able describe the author’s purpose by finding support within the text.</p> <p>Second grade students are required to identify the most important informational details in a text. Then, they should be able to find similarities and differences in the ideas they have indentified when reading about two texts that share the same topic.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• How does the diagram/image help you understand what you are reading?</li> <li>• Can you tell ways the author uses specific visual information in a text to help you understand? (Charts, Diagrams, Photos)</li> <li>• Can you find the reason why the author thinks that...? Can you find the reason why the author believes...?</li> <li>• Look at these two texts about the same topic. What is the same about the points presented in these two texts? What is different? (Venn Diagram)</li> </ul>	Level Three (Strategic Thinking)	Author Different Similar Authors Purpose Visual Informational Text Venn Diagram
2.RIT.8 Describe how reasons support specific points the author makes in a text.			
2.RIT.9 Compare and contrast the most important points presented by two texts on the same topic			
2.RIT.10 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p style="text-align: center;"><b>Range of Reading and Level of Text Complexity</b></p> <p>Students are required to read informational text in the grade 2-3 level proficiently with instructor scaffolding as needed.</p>	Level Two (Skill/Concept)	Scaffolding

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 2 <sup>nd</sup> Grade <b>Foundational Skills</b> <b>Phonics and Word Recognition</b>			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>2.RFS.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Students continue learning specific strategies for decoding words in texts. learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development.</p> <p>Use questions and prompts such as:</p> <p>Does that sound right?</p> <p>Does that look right?</p> <p>Does that make sense?</p> <p>Look for chunks you know and say them.</p> <p>Look at the beginning of the word and try it again.</p> <p>Look at the end of the word and try it again.</p> <p>What is the prefix of the word?</p> <p>What is the suffix of the word?</p> <p>Do you notice any vowel patterns?</p> <p>How many syllables are in a word?</p> <p>Can you tell me what words have a long vowel sound?</p> <p>What words have a short vowel sound?</p>	<p>Level Two (Skill/Concept)</p>	<p>Prefix Suffix Vocabulary Syllables</p>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 2 <sup>nd</sup> Grade <b>Foundational Skills</b> <b>Fluency</b>			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p><b>2.RFS.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage will reread at an independent level.</p> <p>Use questions and prompts such as:                      Make your reading sound like the characters are talking.                      Make your voice go up when you see the question mark at the end.                      Make your voice go down when you see the period at the end.                      Go back and reread when it doesn't sound or look like you think it should.                      Can you read at a pace that is appropriate to the task? (Pause when needed, inflections, etc)</p>	Level One (Recall)	Fluency Prosity

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 2 <sup>nd</sup> Grade <b>Writing</b> <b>Text Types and Purpose</b>			
CC STANDARD <b>Prefer Flip Chart</b>	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
2.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Second grade students should be able to express their opinion/argument and demonstrate the ability to share their opinion and reasoning with others. Students need multiple opportunities to express opinions (verbally and in writing) and develop reasoning to support their thinking. Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus.	Level Three (strategic thinking)	Opinion Informative Explanatory Reasons Temporal Words Transitions Conclusion Topic Sentence Narrative Introductory Statement Fact
2.W.3 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Second grade students need to be able to choose descriptive words to use within their writing that show their thinking, relate their feelings, and describe actions.  Students begin to write more complex sentences using linking words and transitions. Second grade students are required to include both a topic sentence or an introduction statement in their writing. Students will need strategies for introducing concepts (such as beginning with a fact or question about the topic) and conclusions (learning to write a summary statement) when writing.	Level Three (strategic thinking)	
2.W.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.	Second grade students write across genres including (opinion, informative/explanatory, and narrative). They must be able to find and include facts and definitions as part of writing. Students need strategies for researching a topic (gathering facts), selecting relevant information (note taking), and developing a presentation of ideas from beginning to end. Narrative writing must describe the order of events as they occurred using temporal words (first, next, then, last, etc).	Level Two (Skill/Concept)	

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 2 <sup>nd</sup> Grade <b>Writing</b> <b>Production and Distribution of Writing</b>			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
2.W.5 (No # 4 Starts in 3 <sup>rd</sup> Grade) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing	Students should focus their writing on a topic and develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).  With assistance, students continue to use digital tools to publish their writing independently and in collaboration with peers (use of keyboarding and technology). Students will need to be able to log on to programs, computer stations, and hand-held devices to engage with digital media.		Revise Edit
2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 2 <sup>nd</sup> Grade <b>Writing</b> <b>Research to Build and Present Knowledge</b>			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
2.W.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).	Second grade students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.  At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own experiences to find the key information they need to answer research questions and take notes.	Level Four (Extended Thinking)	Research Graphic Organizer Fact Opinion Collaboration Cooperative Learning
2.W.8 Recall information from experiences or gather information from provided sources to answer a question.			
2.W.9 Begins in 4th			

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2 <sup>nd</sup> Grade			
Speaking and Listening Comprehension and Collaboration			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>2.SL.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>Students in grade two will engage in conversations about grade-appropriate topics and texts. Students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.</p> <p>Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers idea, sharing the floor, etc).</p> <p>Second grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.</p>	<p>Level One (Recall)</p>	<p>Participant Leader Observer Recount Summarize</p>
<p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>			
<p>2.SL.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.</p>			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 2 <sup>nd</sup> Grade <b>Speaking and Listening</b> <b>Presentation of Knowledge and ideas</b>			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Second grade students should be able to engage in storytelling and report facts and relevant details about an experience. This should be done orally, with some details, thoughts, and emotions. They should be able to utilize digital media to make audio recordings of stories or poems and add visual displays to illuminate chosen facts or details. Students will need multiple opportunities to present information.	Level One (Recall)	Visual Display Volume Articulate Enunciate
2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Students will need to engage in behaviors that lead to the expression of complete ideas both verbally and in writing: turn and talk, small group discussion, computer use, and writing and speaking learning activities. Students will also need a purposeful focus on choice-making. For example, second grade students need to be able to choose visual displays that add to and support their thinking about a topic. Students must be able to articulate their ideas in complete sentences.	Level Two (Skill/Concept)	
2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		Level Two (Skill/Concept)	

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 2 <sup>nd</sup> Grade <b>Language</b>			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>2.L.1 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>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>).</p>	<p><b>Conventions of Standard English</b></p> <p>Second grade students must have a command of the grammar and usage of spoken and written standard English. In this grade, emphasis expands to include irregular nouns and verbs, reflexive pronouns, adverbs, and more complex sentences.</p> <p>With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and are beginning to use reference materials.</p>	<p>Level One (Recall)</p>	<p>Collective Nouns Plural Nouns Irregular Plurals Adjectives Adverbs Simple Sentence Compound Sentence Reflexive Pronouns Capitalization Punctuation Spelling Dictionary Entry Words Guide Words Definition</p>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 2 <sup>nd</sup> Grade <b>Language</b> Conventions of Standard English			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>2.L.2 <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Capitalize holidays, product names, and geographic names. b. Use commas in greeting and closing of letters c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words. (cage-&gt; badge, boy-&gt; boil) e. Consult reference materials, including beginning dictionaries as needed to check and correct spelling.</p>	<p><b>Conventions of Standard English See 2.L.1</b></p>		
<p>2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>Students in grade 2 will use what they know about HOW language works when they write, speak, read, and listen. Students at this level will compare writing and speaking that is formal and informal. Students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.</p>		

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

Grade 2

**Language**

**Vocabulary Acquisition and Use**

CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>2.L.4 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>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>).</p> <p>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>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Students will use context clues to learn new words.</p> <p>Students will use prefixes and root words to define a word.</p> <p>Students can predict the meaning of compound words.</p> <p>Students will use glossaries and beginning dictionaries to define words.</p>	<p>Level One (Recall)</p>	<p>Context Clues Prefix Suffix Root word Compound Word Glossary Dictionary Guide words Pronunciation key Part of speech Definition</p>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 2 <sup>nd</sup> Grade <b>Language</b> Vocabulary Acquisition and Use			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>2.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>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>).</p>	<p>Learning words at this stage includes exploring different shades of the same verb (run/sprint), adjectives of differing intensity, and inflectional forms; understanding categories of common concepts/objects; and defining words by category.</p> <p>Students will make connections between words and their use.</p> <p>Students can relate verbs and adjectives that have the same meaning.</p>	<p>Level Two (Skill/Concept)</p>	<p>Verb Adjective Connections Adverbs</p>
<p>2.L.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., When other kids are happy that makes me happy).</p>			

**Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)**

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155

## Crook County School District # 1 Curriculum Guide

### Common Core Language Arts Vocabulary

2012-2013 Version

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
Key Details	Central message	Moral	text-to-text	Stanza	Figurative	Explicitly
Prompting	Theme	Alliteration	Text-to-self	Meter	Chapter	inferences
Retell	Fiction	Stanza	Text-to-world	Rhythm	Scene	figurative
Characters	Nonfiction	Pattern (AABB)	Dialect	Verse	Stanza	analyze
Setting	Narrator	Rhythm		Dialogue	Heading	quantitatively
Plot	Poetry	Inflection		Chapters	Sections	
Illustrator	Dictionary	Scaffolding		Narrator	Illustrations	
Role	Reference materials	Schema		First person	Multi-media	
Context Clues	Heading	Fiction		Third person	Complex	
Author	Table of Contents	Informational Text		Drama	Sentences	
Genre	Glossary	Fiction		Myths	Informative	
Text Clues	Icons	Nonfiction		Categorize	Exclamatory	
Relationship	Chart	Main Idea		Collaboration	Strategies	
Illustration	Table	Transitions		Paraphrase	Relevant	
Visual Cues	Caption	Subheadings		Metaphor	Information	
Compare/Contrast	Syllables	Caption		Idiom	Writer's purpose	
Lit.	Sounds	Bold Print		Antonyms	Prepositions	
Conflict	Vowels	Venn Diagram		Synonyms	Conjunctions	
Resolution	Consonants	Prefix			Interjections	
Connections	Blends	Suffix			Verb-tenses	
Textual Evidence	Fluency	Revise			Diversity	
Visual Cues	Voice	Edit			Formal v. Informal	
Inferring	Expression	Volume			Simile	
Rhymes	Context Clues	Articulate				
Syllables	Self-correct	Enunciate				
Phonemes	Opinion	Collective Nouns				
Voice	Fact	Plural Nouns				
Echo Reading	Transition words	Irregular Plurals				
Cross Checking	Introduction	Adjectives				
Opinion	Details	Adverbs				

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Informative Explanatory Narrative Expression Purpose for Writing Editing Spelling Grammar Punctuation Digital Tools Roles Cooperation Group Projects Structured Conversation Ask questions Oral Response Comprehension Visual Displays Audibly Uppercase Letters Lower case Letters Noun Verb Plurals Interrogatives (Questions words) Preposition Prepositions Conventions Punctuation Capitalization Spelling Inflections Affixes	Conclusion Sequence Rough Draft Final Draft Publishing Project Role Research Graphic Organizer Schema Listening Speaking Observing Questioning Discussion Conversation Leader Observer Participant Grammar Singular Nouns Plural Nouns Conventions Verb tense Past Present Future Adjectives Conjunction Statement Question Exclamation Punctuation Proper Nouns Comma Sight words Root words	Simple Sentence Compound Sentence Reflexive Pronouns Connections Adverbs				
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Word Acquisition Formal Voice/Dialects Informal Voice/Registers Inflections Common Concepts Homophones Antonyms	Context Clues Connections Voice Synonyms Adjectives					
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