



# Ogdensburg School

## English Language Arts Curriculum

### K - 2

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## RATIONALE

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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.

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**VISION:** To enable all of Ogdensburg's students to be successful using English Language Arts skills, understandings, practices, and attitudes in their twenty-first century daily lives and careers.

**MISSION:** The mission of Ogdensburg Borough School is to work collaboratively across grade levels to deliver excellent education in English Language Arts. The importance of Reading, Language, Writing, and Speaking and Listening in the students' futures requires a multi-faceted approach to instruction and assessment bearing in mind the personal skills that will be needed in the twenty-first century. Teachers will maintain high expectations to propel students to their highest level of achievement.

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ANCHOR STANDARDS

## Disciplinary Concepts/ Core Ideas Grades K to 8

### Anchor Statements: Language

#### Language: System and structure, effective use, and vocabulary

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The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

**(RF) Foundational Skills: Reading Language.** By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

**(WF) Foundational Skills: Writing Language.** By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

**(SS) System and Structure of Language:** By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

**(KL) Knowledge of Language:** By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**(VL) Vocabulary Acquisition, Use and Literal Meaning:** By the end of grade 12, determine the meaning of unknown and multiple-meaning words using [[word]] analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

**(VI) Vocabulary Acquisition, Use and Interpretative Meaning:** By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

## **Anchor Statements: Reading**

### **Reading: Text complexity and the growth of comprehension**

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The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

**(CR) Close Reading of Text:** By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**(IT) Interactions Among Text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**(TS) Text Structure:** By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

**(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

**(CT) Comparison of Texts:** By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Anchor Statements: Writing

### Writing: Text types, responding to reading, and research

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The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

**(AW) Argumentative Writing:** By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**(IW) Informative and Explanatory Writing:** By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**(NW) Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**(WP) Writing Process:** By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

**(WR) Writing Research:** By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**(SE) Sources of Evidence:** By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

**(RW) Range of Writing:** By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Anchor Statements: Speaking and Listening

### Speaking and Listening: Flexible communication and collaboration

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Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

**(PE) Participate Effectively:** By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**(II) Integrate Information:** By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**(ES) Evaluate Speakers:** By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**(PI) Present Information:** By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**(UM) Use Media:** By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**(AS) Adapt Speech:** By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

# English Language Arts Curriculum

## Kindergarten

### Language

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Language (Foundational Skills: Reading Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Print Concepts and Phonological Awareness</b>		
<b>Performance Expectations</b>		
<p><b>LRF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p>A. Follow words from left to right, top to bottom, and page by page.          B. Recognize that spoken words are represented in written language by specific sequences of letters.          C. Understand that words are separated by spaces in print.          D. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p><b>L.RF.K.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Recognize and produce rhyming words.          B. Count, pronounce, blend, and segment syllables in spoken words.          C. Blend and segment onsets and rimes of single-syllable spoken words.          D. Orally repeat multi-syllable words and pronounce the separate syllables.          E. Isolate and pronounce the initial, medial, and final sounds (phonemes) in spoken, single-syllable words. (This does not include simple syllables that do not include the final /l/, /m/, /r/, or /x/ sounds and consonant blends).          F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	
<b>Performance Expectations Assessment</b>		
<p>Follow and read words from left to right, starting at the top of the page.          Follow and read words page by page.          Word(s) we say can be written using a specific sequence of printed letters.          Recognize and name all upper- and lowercase letters.</p>	<p>Recognize and make rhyming words.          Identify syllables in words we say.          Count, say, and blend syllables in spoken words.          Blend onsets and rimes in words we say.          Segment onsets and rimes in words we say.          Isolate the first, middle, and last sound in CVC.          Say first, middle, and last sound in CVC.          Add sounds to words to make new one-syllable words. (Change sounds also)</p>	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		



<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Language (Foundational Skills: Reading Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Phonics &amp; Word Recognition/Fluency</b>		
<b>Performance Expectations</b>		
<b>L.RF.K.3.</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.  A. Demonstrate basic knowledge of 1 to 1 letter-sound correspondences by producing many of the frequently used sounds of each consonant. B. Associate long and short sounds for 5 major vowels C. Read high-frequency and sight words with automaticity D. Recognize the parts of high-frequency words that are regular and the parts that are irregular. E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).	<b>L.RF.K.4</b> Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences orally with sufficient decoding accuracy to support comprehension.	
<b>Performance Expectations Assessment</b>		
Use letters and words to read and write. Identify sounds of frequently used consonants. Know the short and long vowel sounds. Use short and long vowel sounds when spelling. Read high-frequency and sight words with automaticity. Identify different letter sounds in similar words. Make new words by changing letters.	Readers match written words to spoken words to develop fluency and comprehension. Read grade level text with purpose and understanding.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Language (Foundational Skills: Writing Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Sound- Letter Basics</b>		
<b>Performance Expectations</b>		

<p><b>L.WF.K.1 Demonstrate command of the conventions of writing.</b></p> <p>A. Match upper and lowercase letters.</p> <p>B. Write upper and lowercase letters, with reference to a model.</p> <p>C. Write left to right and include a space between words.</p> <p>D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.</p> <p>E. Write a common grapheme (letter or letter group) for each phoneme.</p> <p>F. Orally segment the phonemes in any single syllable, spoken word.</p>
<b>Performance Expectations Assessment</b>
Identify upper and lowercase letters in the alphabet. Write the following sentence correctly: The hat is red.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Language (Foundational Skills: Writing Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Spelling</b>		
<b>Performance Expectations</b>		
<p><b>L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</b></p> <p>A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).</p> <p>B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.</p> <p>C. Spelling VC (vowel-consonant) [at,in] and CVC [pet,mud] words with short vowel sounds.</p> <p>D. Writing frequently used words accurately.</p> <p>E. Attempting phonetic spellings of unknown words.</p> <p>F. Writing initial and final consonant blends (must, slab, plump).</p>		
<b>Performance Expectations Assessment</b>		
<p>What word do you get if you change the “t” to an “r” in the word “tap?”</p> <p>Write the following words: dust, plum, and slip</p>		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		

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

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Language (Foundational Skills: Writing Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Sentence Composition (Grammar, Syntax, and Punctuation)</b>		
<b>Performance Expectations</b>		
<b>L.WF.K.3 Demonstrate command of the conventions of sentence composition.</b>		
A. Repeat a sentence, identifying how many words are in the sentence.		
B. Write simple sentences.		
C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.		
D. Use end punctuation.		
E. Use manipulatives or digital tools to construct complete sentences.		
F. Write sentences with increasing complexity.		
G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.		
H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.		
I. With support, distinguish between a complete sentence and a sentence fragment.		
J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.		
K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.		
L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).		
<b>Performance Expectations Assessment</b>		
Tell me a sentence starting with the word, “Where”.		
Tell me a sentence starting with the word, “Who”		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Language (Foundational Skills: Writing Language)</b>
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<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.
<b>Standard: Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>Performance Expectations</b>
<b>L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b> A. Use frequently occurring nouns and verbs. B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes). C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). E. Produce and expand complete sentences in shared language activities.
<b>Performance Expectations Assessment</b>
Tell me what a noun is. Tell me what a verb is. Use a sentence with a noun and a verb.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Language (Foundational Skills: Writing Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Sentence Composition (Grammar, Syntax, and Punctuation)</b>		
<b>Performance Expectations</b>		
<b>L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</b> A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.	<b>L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</b> A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	

	D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>Performance Expectations Assessment</b>	
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?
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>	
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

# Reading

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Close Reading of Text</b>		
<b>Performance Expectations</b>		
<b>RL.CR.K.1</b> With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).	<b>RI.CR.K.1</b> With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).	
<b>Performance Expectations Assessment</b>		
Tell me the main character of the story. Tell me where the story takes place. Answer who, what, where, when, why, how about a story. Retell the story in your own words.	Tell me the main character of the story. Tell me where the story takes place. Answer who, what, where, when, why, how about a story. Retell the story in your own words.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Central Ideas and Themes of Texts</b>		
<b>Performance Expectations</b>		
<b>RL.CI.K.2.</b> With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).	<b>RI.CI.K.2.</b> With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).	
<b>Performance Expectations Assessment</b>		
Tell me the main character of the story. Tell me where the story takes place. Answer who, what, where, when, why, how about a story. Retell the story in your own words.	Tell me the main character of the story. Tell me where the story takes place. Answer who, what, where, when, why, how about a story. Retell the story in your own words.	

<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Interactions Among Text Elements</b>		
<b>Performance Expectations</b>		
<b>RL.IT.K.3.</b> With prompting and support, identify characters, settings, and major events in a story.	<b>RI.IT.K.3.</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
<b>Performance Expectations Assessment</b>		
Tell me the main character of the story. Tell me where the story takes place. Answer who, what, where, when, why, how about a story.	Explain the connection between two events in the texts. Compare and contrast information from a text.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Structure</b>		
<b>Performance Expectations</b>		
<b>RL.TS.K.4.</b> Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).	<b>RI.TS.K.4.</b> Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).	
<b>Performance Expectations Assessment</b>		

Tell me the type of text we are reading.	Show me the front cover, back cover, and title page of this book.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>	
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Perspective and Purpose in Texts</b>		
<b>Performance Expectations</b>		
<b>RL.PP.K.5.</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>RI.PP.K.5.</b> With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
<b>Performance Expectations Assessment</b>		
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	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	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Diverse Media and Formats</b>		
<b>Performance Expectations</b>		



<b>RL.MF.K.6.</b> 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).	<b>RI.MF.K.6.</b> 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).
<b>Performance Expectations Assessment</b>	
Use the illustrations to explain what is happening in the story.	Use the illustrations to explain what is happening in the story.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>	
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Analysis of an Argument</b>		
<b>Performance Expectations</b>		
<b>RI.AA.K.7.</b> With prompting and support, identify the reasons an author gives to support points in a text.		
<b>Performance Expectations Assessment</b>		
Explain the connection between two events in the texts. Compare and contrast information from the two texts.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Comparison of Texts</b>		

<b>Performance Expectations</b>	
<b>RL.CT.K.8.</b> With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).	<b>RI.CT.K.8.</b> With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
<b>Performance Expectations Assessment</b>	
Compare and contrast two characters from a text (or two different texts)	Compare and contrast two characters from a text (or two different texts)
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>	
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

# Writing

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Argumentative Writing</b>		
<b>Performance Expectations</b>		
<b>W.AW.K.1.</b> Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).		
<b>Performance Expectations Assessment</b>		
Write (or draw) the book title. (My favorite book is...) Write a sentence to tell how you feel about the topic.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Informative and Explanatory Writing</b>		
<b>Performance Expectations</b>		
<b>W.IW.K.2.</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. *Climate A. Introduce a topic. B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.		
<b>Performance Expectations Assessment</b>		

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.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Narrative Writing</b>		
<b>Performance Expectations</b>		
<b>W.NW.K.3.</b> Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events. A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end). B. Provide limited details of experiences, events, or characters. C. Provide a reaction to the experiences or events.		
<b>Performance Expectations Assessment</b>		
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. Write and draw a narrative writing piece. Use words to link events in the order they occur.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Writing Process</b>		
<b>Performance Expectations</b>		
<b>W.WP.K.4.</b> With prompts and support from adults, recognize that writing carries a message and should make sense to others.		
<b>Performance Expectations Assessment</b>		
Work together with teachers and peers to edit and add more details. Publish a copy of student written text.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Writing Research</b>		
<b>Performance Expectations</b>		
<b>W.WR.K.5.</b> With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).		
<b>Performance Expectations Assessment</b>		
Use prior knowledge or experiences to answer a question. Use information from a text to answer a question.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		

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

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Sources of Evidence</b>		
<b>Performance Expectations</b>		
<b>W.SE.K.6.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
<b>Performance Expectations Assessment</b>		
Use prior knowledge or experiences to answer a question. Use information from a text to answer a question.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Range of Writing</b>		
<b>Performance Expectations</b>		
<b>W.RW.K.7.</b> With prompting and support, engage in brief but regular writing and drawing tasks.		
<b>Performance Expectations Assessment</b>		
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.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

# Speaking and Listening

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Participate Effectively</b>		
<b>Performance Expectations</b>		
<b>SL.PE.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges. *Climate		
<b>Performance Expectations Assessment</b>		
Turn and talk various times throughout the day. Show and share.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Integrate Information</b>		
<b>Performance Expectations</b>		
<b>SL.II.K.2.</b> 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.		
<b>Performance Expectations Assessment</b>		
Ask and answer questions about a text. Ask and answer questions about orally stated directions.		

<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Evaluate Speakers</b>		
<b>Performance Expectations</b>		
<b>SL.ES.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
<b>Performance Expectations Assessment</b>		
Ask questions to clarify information or directions.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Present Information</b>		
<b>Performance Expectations</b>		
<b>SL.PI.K.4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		
<b>Performance Expectations Assessment</b>		
Tell about your family with details. Tell about your favorite place or best vacation.		



<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Use Media</b>		
<b>Performance Expectations</b>		
<b>SL.UM.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.		
<b>Performance Expectations Assessment</b>		
Draw a picture to support the words you've written.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: K</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Adapt Speech</b>		
<b>Performance Expectations</b>		
<b>SL.AS.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.		
<b>Performance Expectations Assessment</b>		
Share writing and read a student written text orally.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

# English Language Arts Curriculum

## First Grade

### Language

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Language (Foundational Skills: Reading Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Print Concepts and Phonological Awareness</b>		
<b>Performance Expectations</b>		
<p><b>L.RF.1.1.</b> Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><b>L.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.</p> <p>A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	
<b>Performance Expectations Assessment</b>		
<p>Write all of the upper and lowercase letters on a whiteboard. Tell me the first first word of the sentence. Identify the capital letters in the sentence. What is the end punctuation in this sentence?</p>	<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”.</p>	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Language (Foundational Skills: Reading Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Phonics and Word Recognition/Fluency</b>		
<b>Performance Expectations</b>		
<p><b>L.RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. C. Know final-e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable 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. F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk old.) G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.</p>	<p><b>L.RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<b>Performance Expectations Assessment</b>		
<p>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”.</p>	<p>Read the paragraph aloud with expression and accuracy. Reread the text, to make sure you understood any new words</p>	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Language (Foundational Skills: Writing Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Sound-letter Basics</b>		
<b>Performance Expectations</b>		
<p><b>L.WF.1.1.</b>          Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</p> <p>A. Write the upper and lowercase alphabets from memory.          B. Write a common grapheme (letter or letter group) for each phoneme.          C. Orally segment the phonemes in any single syllable, spoken word.          D. Recognize that each syllable is organized around a vowel sound.</p>		
<b>Performance Expectations Assessment</b>		
Write the alphabet in all uppercase letters. Write the alphabet in all lowercase letters.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Language (Foundational Skills: Writing Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Spelling</b>		
<b>Performance Expectations</b>		
<p><b>L.WF.1.2.</b>          Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:</p> <p>A. Short vowels and single consonants.          B. Consonant graphemes including qu, x, and -ck; digraphs (thin shop, when, much, sing); and doubled letters (off, will, mess)          C. Initial and final consonant blends (must, slab, plump).</p>		
<b>Performance Expectations Assessment</b>		

Write and spell the following words correctly: thin, shop, when, much, sing, off, will, mess, must, slab, plump
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Language (Foundational Skills: Writing Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Sentence Composition (Grammar, Syntax, and Punctuation)</b>		
<b>Performance Expectations</b>		
<p><b>L.WF.1.3.</b>          Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3)..</p> <p>A. Write sentences with increasing complexity.          B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.          C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.          D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.          E. Use commas in dates and to separate single words in a series.          F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.          G. Write statements in response to questions, and questions transformed from statements, using conventional word order.          H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.          I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).          J. [[Use capitals for the first word in a sentence and proper names.]]</p>		
<b>Performance Expectations Assessment</b>		
Tell me the first first word of the sentence. Identify the capital letters in the sentence. What is the end punctuation in this sentence? 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.”		

<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Language (Foundational Skills: Writing Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Knowledge of Language</b>		
<b>Performance Expectations</b>		
<b>L.KL.1.1</b> With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.		
<b>Performance Expectations Assessment</b>		
Write a sentence and switch with a partner. Find something done correctly and one correction that can be made.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Language (Foundational Skills: Writing Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Sentence Composition (Grammar, Syntax, and Punctuation)/Vocabulary Acquisition, Use and Literal Meaning/Use and Interpretive Meaning</b>		
<b>Performance Expectations</b>		
<b>L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</b> A. Choose flexibly from an array or strategies to determine the meaning of words and phrases. B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b> A. Identify words or phrases in stories or poems that suggest feelings or appeal to the senses. B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	

	D. Identify real-life connections between words and their use (e.g., note places at home that are cozy). E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
<b>Performance Expectations Assessment</b>	
Read a story. How did the character feel? What do you think will happen next?	Give descriptive words. What is a duck?
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>	
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

## Reading

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Close Reading of Text</b>		
<b>Performance Expectations</b>		
<b>RL.CR.1.1</b> Ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how)	<b>RI.CR.1.1</b> Ask and answer questions about key details in an informational text (e.g., who, what, when, where, why, how)	
<b>Performance Expectations Assessment</b>		
Tell me the main character of the story. Tell me where the story takes place. Answer who, what, where, when, why, how about a story. Retell the story in your own words.	Actively work with peers to ask and answer questions about the text. Tell two important details from the text.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Central Ideas and Themes of Texts</b>		
<b>Performance Expectations</b>		
<b>RL.CI.1.2.</b> Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).	<b>RI.CI.1.2.</b> Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).	
<b>Performance Expectations Assessment</b>		
Tell me the main character of the story. Tell me where the story takes place. Answer who, what, where, when, why, how about a story. Retell the story in your own words.	Tell the main topic of the text. Tell 2 important details from the text.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Interactions Among Text Elements</b>		
<b>Performance Expectations</b>		
<b>RL.IT.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details.	<b>RI.IT.1.3.</b> Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.	
<b>Performance Expectations Assessment</b>		
Tell me the main character of the story. Tell me where the story takes place. Answer who, what, where, when, why, how about a story. Retell the story with the main details.	Compare the two main characters in the text. How are they the same and different.? Tell me the difference between the actions of two characters in the story.	



Explain the message the author was trying to teach in the text.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>	
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Structure</b>		
<b>Performance Expectations</b>		
<b>RL.TS.1.4.</b> With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.	<b>RI.TS.1.4.</b> With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.	
<b>Performance Expectations Assessment</b>		
Compare and contrast the difference between informational texts and stories.	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.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Perspective and Purpose in Texts</b>		
<b>Performance Expectations</b>		

<b>RL.PP.1.5.</b> Identify who is telling the story at various points in a text.	<b>RI.PP.1.5.</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>Performance Expectations Assessment</b>	
Who is telling the story at the beginning? At the middle? At the end?	Tell me one way the information in the illustrations are different than the information you got from the words in the text.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>	
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Diverse Media and Formats</b>		
<b>Performance Expectations</b>		
<b>RL.MF.1.6.</b> With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.	<b>RI.MF.1.6.</b> With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.	
<b>Performance Expectations Assessment</b>		
Describe the characters in the story in three sentences Describe the setting. Describe the events in the story.	Look at the illustrations. Tell me what the main ideas are of this text.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Analysis of an Argument</b>		

<b>Performance Expectations</b>
<b>RI.AA.1.7</b> Identify the reasons an author gives to support points in a text and explain how that information is applied with prompting as needed.
<b>Performance Expectations Assessment</b>
Use the story details to explain how the author supports his topic..
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Comparison of Texts</b>		
<b>Performance Expectations</b>		
<b>RL.CT.1.8.</b> Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).	<b>RI.CT.1.8.</b> Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).	
<b>Performance Expectations Assessment</b>		
Use a Venn Diagram to compare and contrast two versions of the same story.	After reading two texts about frogs, tell me what is the same and what is different in the two texts.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

# Writing

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Argumentative Writing</b>		
<b>Performance Expectations</b>		
<b>W.AW.1.1.</b> With prompts and support, write opinion pieces on a topic or texts. A. Introduce an opinion. B. Support the opinion with facts or other information and examples related to the topic. C. Provide a conclusion.		
<b>Performance Expectations Assessment</b>		
Choose your favorite pet. Write two reasons why it is your favorite pet. Write a closing sentence.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Informative and Explanatory Writing</b>		
<b>Performance Expectations</b>		
<b>W.IW.1.2.</b> With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. A. Introduce a topic. B. Develop the topic with facts or other information and examples related to the topic. C. Provide a conclusion.		
<b>Performance Expectations Assessment</b>		

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.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Narrative Writing</b>		
<b>Performance Expectations</b>		
<b>W.NW.1.3.</b> With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. A. Using words and pictures, establish a situation and /or introduce characters; organize an event sequence. B. Provide dialogue and/or description and details of experiences, events, or characters. C. Use transitional words to manage the sequence of events. D. Provide a reaction to the experiences or events.		
<b>Performance Expectations Assessment</b>		
Write a personal narrative. Use sequencing words to write three events in order of which they happened. Write a closing sentence.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Writing Process</b>		
<b>Performance Expectations</b>		

<p><b>W.WP.1.4.</b>          With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.          A. With prompts and support, identify audience and purpose before writing.          B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.</p>
<b>Performance Expectations Assessment</b>
During a conference with your teacher, come up with one part of your writing that you can revise to make it better.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Writing Research</b>		
<b>Performance Expectations</b>		
<p><b>W.WR.1.5.</b>          With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.</p>		
<b>Performance Expectations Assessment</b>		
Listen to many how to books. Choose your own topic and write at least 3 steps for your instructions (e.g. brushing your teeth)		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Writing</b>
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<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.
<b>Standard: Sources of Evidence</b>
<b>Performance Expectations</b>
<b>W.SE.1.6.</b> With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
<b>Performance Expectations Assessment</b>
Use the information from the text and videos to answer a question.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Range of Writing</b>		
<b>Performance Expectations</b>		
<b>W.RW.1.7.</b> Engage in discussion, drawing, and writing in brief but regular writing tasks.		
<b>Performance Expectations Assessment</b>		
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.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

# Speaking and Listening

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Participate Effectively</b>		
<b>Performance Expectations</b>		
<b>SL.PE.1.1..</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. * A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. *Climate		
<b>Performance Expectations Assessment</b>		
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.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Integrate Information</b>		
<b>Performance Expectations</b>		
<b>SL.II.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
<b>Performance Expectations Assessment</b>		
Ask your partner one question about the text. Answer your partner’s question about the text.		



<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Evaluate Speakers</b>		
<b>Performance Expectations</b>		
<b>SL.ES.1.3.</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
<b>Performance Expectations Assessment</b>		
Ask a question about the topic the speaker is talking about to get more information.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Present Information</b>		
<b>Performance Expectations</b>		
<b>SL.PI.1.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
<b>Performance Expectations Assessment</b>		
Describe your favorite place in at least three sentences.		

<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Use Media</b>		
<b>Performance Expectations</b>		
<b>SL.UM.1.5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
<b>Performance Expectations Assessment</b>		
Add an illustration to help show your favorite place.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 1</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Adapt Speech</b>		
<b>Performance Expectations</b>		
<b>SL.AS.1.6.</b> Produce complete sentences when appropriate to task and situation.		
<b>Performance Expectations Assessment</b>		
Use complete sentences when speaking to a partner or an adult.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

# English Language Arts Curriculum

## Second Grade

### Language

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Language (Foundational Skills: Reading Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Phonics and Word Recognition/Fluency</b>		
<b>Performance Expectations</b>		
<b>L.RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> <li>A. Know spelling-sound correspondences for common vowel teams.</li> <li>B. Decode regularly spelled two-syllable words with long vowels.</li> <li>C. Decode words with common prefixes and suffixes.</li> <li>D. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>E. Recognize and read grade-appropriate irregularly spelled words.</li> <li>F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).</li> <li>G. Identify the parts of high-frequency words that are regular and the parts that are irregular.</li> </ul>	<b>L.RF.2.4.</b> Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading, as necessary.</li> </ul>	
<b>Performance Expectations Assessment</b>		
Find other words in a list with different sounds but common spelling such as cut and put or book and moon. Read the words, because, would, could,	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.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Language (Foundational Skills: Writing Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Sound-letter Basics</b>		
<b>Performance Expectations</b>		
<p><b>L.WF.2.1.</b>          Demonstrate command of the conventions of writing</p> <p>A. Write legibly and with sufficient fluency to support composition.          B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:</p> <p>i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck          ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh</p>		
<b>Performance Expectations Assessment</b>		
Write five sentences about what you do during the school day.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Language (Foundational Skills: Writing Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Spelling</b>		
<b>Performance Expectations</b>		

**L.WF.2.2**

Demonstrate command of the conventions of encoding and spelling.

- A. Regular, single-syllable words that include:
  - i. Position- based patterns (ch, -tch, k, -ck, -ge, -dge)
  - ii. Complex consonant blends (scr, str, squ)
  - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue)
  - iv. Vowel-r combinations (turn, star, third, four/for)
  - v. Contractions (we’ll; I’m; they’ve; don’t)
  - vi. Homophones (bear, bare; past,passed)
  - vii. Plurals and possessives (its, it’s)
- B. Regular two- and three- syllable words that:
  - i. Combine closed, open, vowel team, vowel-r and CVe syllables (compete; robot; violet; understand).
  - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
  - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less)
- C. Words with suffixes that require:
  - i. Consonant doubling (penning, slimmed).
  - ii. Dropping silent -e (smiled, paving).
- D. Most often used words in English:
  - i. Irregular words (against, many, enough, does).
  - ii. Pattern-based words (which, kind, have)

**Performance Expectations Assessment**

Write practiced spelling words with the -dge pattern correctly.  
 Tell what the new word re+wrap means.  
 Find the root word in the word unhappy.

**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.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Language (Foundational Skills: Writing Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		

<b>Standard: Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>Performance Expectations</b>
<p><b>L.WF.2.3</b>          Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.          B. Capitalize holidays, product names and geographic names.          C. Supply adjectives in noun phrases to make them more precise or engaging.          D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.          E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.          F. Use an apostrophe to form contractions and frequently occurring possessives.          G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.</p>
<b>Performance Expectations Assessment</b>
<p>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.</p>
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Language (Foundational Skills: Writing Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Knowledge of Language</b>		
<b>Performance Expectations</b>		
<p><b>L.KL.2.1</b>          Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Use words and phrases acquired through conversations reading and being read to, and responding to texts.          B. B. Compare formal and informal uses of English.</p>		
<b>Performance Expectations Assessment</b>		
<p>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?</p>		

<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Language (Foundational Skills: Writing Language)</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Sentence Composition (Grammar, Syntax, and Punctuation)/Vocabulary Acquisition, Use and Literal Meaning/Use and Interpretive Meaning</b>		
<b>Performance Expectations</b>		
<p><b>L.VL.2.2.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.</p> <p>A. Use sentence- level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). C. Use a known root word as a clue to the meaning of a unknown word with the same root (e.g., addition, additional). D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><b>L.VI.2.3.</b> 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., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	
<b>Performance Expectations Assessment</b>		
<p>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.</p>	<p>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”. Tell why an author might use alliteration in a text or a poem.</p>	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

# Reading

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Close Reading of Text</b>		
<b>Performance Expectations</b>		
<b>RL.CR.2.1</b> Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.	<b>RI.CR.2.1</b> Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.	
<b>Performance Expectations Assessment</b>		
Ask your partner a question starting with the word “who”(or where, when, etc.) based on the text.	Ask your partner at least three questions about the key details in the text.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Central Ideas and Themes of Texts</b>		
<b>Performance Expectations</b>		
<b>RL.CI.2.2.</b> Recount a text in oral and written form and determine central message (in literary texts, e.g., fables and folktales from diverse cultures).	<b>RI.CI.2.2.</b> Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).	
<b>Performance Expectations Assessment</b>		
Pick a fable or a folktale that you have read and tell me the message or moral.	Ask your partner a question starting with the word “who”(or where, when, etc.) based on the text. Tell how the character has changed from the beginning of the book to the end of the book.	



	Ask your partner at least three questions about the key details in the text. Tell me the main idea/topic of the following texts.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>	
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Interactions Among Text Elements</b>		
<b>Performance Expectations</b>		
<b>RL.IT.2.3.</b> Describe how characters in a story respond to major events and challenges using key details within a text.	<b>RI.IT.2.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.	
<b>Performance Expectations Assessment</b>		
Tell how the character has changed from the beginning of the book to the end of the book.	Tell how the events in the texts are related. Tell how the steps in the procedure are linked.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Structure</b>		
<b>Performance Expectations</b>		
<b>RL.TS.2.4.</b> Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.	<b>RI.TS.2.4.</b> Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries indexes, electronic menus, icons) to locate key facts or information.	
<b>Performance Expectations Assessment</b>		

Why does the author describe the setting and the characters in the beginning of the book?	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
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>	
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Perspective and Purpose in Texts</b>		
<b>Performance Expectations</b>		
<b>RL.PP.2.5.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>RI.PP.2.5.</b> Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.	
<b>Performance Expectations Assessment</b>		
Read a “Reader’s Theater” with two to three other people.	Tell the author’s purpose of a text.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Diverse Media and Formats</b>		
<b>Performance Expectations</b>		

<b>RL.MF.2.6.</b> With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>RI.MF.2.6.</b> Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. *Climate
<b>Performance Expectations Assessment</b>	
Tell how the illustrations and words helped you understand the setting. Use the illustrations and words to describe the characters.	Tell how the photographs and illustrations help you understand the text.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>	
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Reading</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Analysis of an Argument</b>		
<b>Performance Expectations</b>		
<b>RI.AA.2.7</b> Describe and identify the logical connections of how reasons support specific points the author makes in a text.		
<b>Performance Expectations Assessment</b>		
Which reasons in the text support the author's points.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.	
<b>Standard: Comparison of Texts</b>	
<b>Performance Expectations</b>	
<b>RL.CT.2.8.</b> Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>RL.CT.2.8.</b> Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

<b>Performance Expectations Assessment</b>	
Use a Venn Diagram to compare and contrast two versions of the same story.	Use a Venn Diagram or online organizer to compare and contrast two texts ( e.g. Helen Keller.)
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>	
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

## Writing

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Argumentative Writing</b>		
<b>Performance Expectations</b>		
<b>W.AW.2.1.</b> With prompts and support, write opinion pieces to present an idea with reasons or information. A. Introduce an opinion. B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion.		
<b>Performance Expectations Assessment</b>		
Choose your favorite season. Write your opinion and write three reason sentences why it is your favorite season. Write a closing sentence.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Informative and Explanatory Writing</b>		
<b>Performance Expectations</b>		
<b>W.IW.2.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information. <ul style="list-style-type: none"> <li>A. Introduce a topic clearly.</li> <li>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</li> <li>C. Provide a conclusion.</li> </ul>		
<b>Performance Expectations Assessment</b>		
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.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Narrative Writing</b>		
<b>Performance Expectations</b>		
<b>W.NW.2.3.</b> Write narratives based on real or imagined experiences or events with basic story elements. <ul style="list-style-type: none"> <li>A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.</li> <li>B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.</li> <li>C. Use transitional words to manage the sequence of events.</li> <li>D. Use concrete words and phrases and sensory details to convey experience and events.</li> <li>E. Provide a conclusion or sense of closure related to the narrated experiences or events.</li> </ul>		
<b>Performance Expectations Assessment</b>		
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.		

<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Writing Process</b>		
<b>Performance Expectations</b>		
<b>W.WP.2.4.</b> With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.		
<b>Performance Expectations Assessment</b>		
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).		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Writing Research</b>		
<b>Performance Expectations</b>		
<b>W.WR.2.5.</b> Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.		
<b>Performance Expectations Assessment</b>		

Read various texts, including online, on the same topic (e.g. polar bears) to write a shared informational text (e.g., google slides, report)
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Sources of Evidence</b>		
<b>Performance Expectations</b>		
<b>W.SE.2.6.</b> Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.		
<b>Performance Expectations Assessment</b>		
Reread text or digital sources to answer questions about a topic.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Range of Writing</b>		
<b>Performance Expectations</b>		
<b>W.RW.2.7.</b> Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.		
<b>Performance Expectations Assessment</b>		
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 questions about a topic.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		

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

## Speaking and Listening

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Participate Effectively</b>		
<b>Performance Expectations</b>		
<b>SL.PE.2.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts 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). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. *Climate		
<b>Performance Expectations Assessment</b>		
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.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Integrate Information</b>		
<b>Performance Expectations</b>		
<b>SL.II.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		



<b>Performance Expectations Assessment</b>		
Give a summary of a classmate’s oral presentation. Give a summary of a book read by the teacher.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Evaluate Speakers</b>		
<b>Performance Expectations</b>		
<b>SL.ES.2.3.</b> 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.		
<b>Performance Expectations Assessment</b>		
Working with a partner, write two questions that you have from the speaker that you would like to learn more about.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Present Information</b>		
<b>Performance Expectations</b>		
<b>SL.PI.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		
<b>Performance Expectations Assessment</b>		
Retell the story that has just been read in order, with as many details as possible.		

<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Use Media</b>		
<b>Performance Expectations</b>		
<b>SL.UM.2.5.</b> Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, or feelings.		
<b>Performance Expectations Assessment</b>		
Using a google slides or doc, use images and words to retell a story or a personal narrative.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 2</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Adapt Speech</b>		
<b>Performance Expectations</b>		
<b>SL.AS.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
<b>Performance Expectations Assessment</b>		
Write a complete sentence, including details, after viewing the picture prompt.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

# RESOURCES

Materials & Resources, Interdisciplinary Connections, Technology, Assessments, Pacing - Included at each grade level (**Included in curriculum shared with staff**)

 **Wonders 2024 Curriculum Information**

[English Language Arts 2023 NJSL](#)  
[NJ Model Curriculum ELA](#)  
[Curricular Framework Units Gr. K to 2](#)

[SEL Competencies](#)  
[NJDOE SEL](#)

[Amistad](#)

[Holocaust](#)

[Italian American Heritage](#)

[Amistad Commission](#)

[Asian American /Pacific Islander Commission](#)

[Diversity and Inclusion](#)

[Climate Change Standards Support](#)

 **ELA Climate Change Companion Guide.pdf**

# REFERENCES

ELL, Instructional Strategies, Differentiation, Students at Risk, Modifications - Included at each grade level

[Bilingual/ESL Education](#): This website provides resources to help educators understand and implement effective instructional strategies for bilingual/ESL students.

[Gifted & Talented](#): This website provides resources to help educators understand and implement effective instructional strategies for Gifted and Talented students.

[Special Education](#): This website provides resources to help educators understand and implement effective instructional strategies for students with high frequency learning challenges.

# APPENDIX

## [New Jersey Statutes and Regulations](#)

[Ogdensburg Borough School District Policies and Regulations](#) (Type “Curriculum” in the search bar)

## [OBSD Policy and Regulations Synopsis](#)

### **Administrative Code<sup>1</sup>**

#### **New Jersey Administrative Code Summary and Statutes Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections**

- District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2. 1.
- District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills [\(N.J.A.C. 6A:8-3.1\(c\)2\)](#).

#### **Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

[From NJDOE :](#) Please note that Administrative Code requires that the local curriculum include, but is not limited to:

1. A pacing guide;
2. A list of core instructional materials, including various levels of texts at each grade level;
3. Benchmark assessments; and
4. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

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<sup>1</sup> <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

**Dissection Law**

[N.J.S.A. 18A:35-4.25](#) and [N.J.S.A. 18A:35-4.24](#) authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

**Amistad Law:** [N.J.S.A. 18A 52:16A-88](#)

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law:** [N.J.S.A. 18A:35-28](#)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law:** [N.J.S.A. 18A:35-4.35](#)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards ([N.J.S.A.18A:35-4.36](#)). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

**African American History** [N.J.S.A. 18A:35-1](#) Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

**Asian American Pacific Islander :**

S3764 that will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

S4021 will create an AAPI curriculum requirement for schools and S3764 will establish the Commission for Asian American Heritage within the Department of Education.

**Dating Violence** [N.J.S.A. 35-4.23](#)

**Sexual Assault** [N.J.S.A. 35-4.3](#) [National Sexual Assault Resource Center](#)

**Dangers of Sexting** [N.J.S.A. 35-4.33](#) [Common Sense Education](#)

**Deaf Students Bill of Rights** [N.J.S.A. 46-2.7](#)

## Climate Change

### **Standards in Action: Climate Change**

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

[2020 CLKS New Jersey Student Learning Standards Kindergarten through Grade 12](#)