

**English Language Arts Curriculum – Grade Two  
Diocese of Cleveland  
2013**

**Language: Handwriting**

**Standards Assessed**

DOC: English Language Arts, DOC: Grade 2, III: Writing Conventions

B. Handwriting

- 1. Print legibly.
- 2. Demonstrate consistent letter size by using headline, midline, baseline.
- 3. Use correct strokes to form letters including under-curve, down-curve, over-curve, and slant.
- 4. Position papers properly, sit in a good writing position, and correctly hold a pencil.
- 5. Introduce lowercase cursive alphabet.

**Essential Questions**

1. Why is it important that I know how to write legibly?
2. How is cursive handwriting different from manuscript?
3. Why is cursive handwriting needed in today's world?

Statement Regarding Handwriting. Manuscript handwriting, cursive handwriting, and keyboarding are means for communicating thoughts to others in a legible manner. These are not a content subject in themselves, but rather a part of the drafting and editing steps within the writing process. Correct formation, size, slant, and shape of letters in handwriting and proper hand placement for keyboarding should be modeled, taught, and reinforced at all grade levels. Formal cursive instruction begins in second grade and is reinforced in third and fourth grade. In fifth through eighth grades, cursive writing should be remediated and/or reinforced as needed. Keyboarding should be introduced in grade two with practice and reinforcement throughout the grades.

**Content**

**The students will know**

1. Correct printing of upper and lower case letters
2. Over curve
3. Under curve
4. Headline
5. Baseline
6. Midline
7. Letter formation
8. Legibility
9. Cursive writing

**Skills**

[Bloom's Taxonomy](#)  
[DOK Links](#)

**The students will be able to**

1. Print legibly.
2. Illustrate consistent letter size by using headline, midline, and baseline.
3. Space letters, words, and sentences appropriately.
4. Use correct strokes to form letters including under curve, down curve, over curve, and slant.
5. Position papers properly, sit in a good writing position, and correctly hold a pencil.
6. Write the lowercase cursive alphabet.

**Common Core Vocabulary**

1. Over curve
2. Under curve
3. Headline
4. Baseline
5. Midline
6. Letter formation
7. Legibility
8. Cursive writing

**Additional Vocabulary**

**Learning Experiences (Suggested)**

**Assessment (Suggested)**

<ol style="list-style-type: none"> <li>1. Children will practice the correct strokes to form letters, position papers properly, sit in a good writing position, and hold the pencil correctly.</li> <li>2. Children will practice letter formation on interactive white board, in sand, shaving cream, in the air, on student white boards.</li> <li>3. Children will use selected handwriting text for both cursive and manuscript handwriting practice.</li> <li>4. In all writing activities, children will use correct letter formation, paper positioning, posture, and holding of the writing instrument.</li> <li>5. Throughout the year, children will learn and practice writing the lower case letters of the alphabet in the cursive style.</li> </ol>	<p><b>Practicing Manuscript</b>  <b>Formative: Observation</b>  Children will practice the correct strokes to form letters, position papers properly, sit in a good writing position, and hold the pencil correctly.</p> <p><b>Handwriting Across the Curriculum</b>  <b>Formative: Written Assessment</b>  Children will use selected handwriting text for both manuscript and cursive handwriting practice.</p> <p><b>Writing Skills</b>  <b>Formative: Observation</b>  In all writing activities, children will use correct letter formation, paper positioning, posture, and holding of the writing instrument.</p> <p><b>Cursive Writing</b>  <b>Formative: Class Work</b>  Throughout the year, children will learn and practice writing the lower case letters of the alphabet in the cursive style.</p>
<p><b>Resources (Suggested)</b></p>	<p><b>Catholic Identity</b></p>
<ol style="list-style-type: none"> <li>1. iPad Resources</li> <li>2. Internet Resources  <a href="#">Zaner-Bloser</a>  <a href="#">Cursive Handwriting Worksheets</a>  <a href="#">Cursive Handwriting</a>  <a href="#">Cursive Handwriting Practice Sheets</a>  <a href="#">Handwriting Practice</a></li> </ol>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Rights and Responsibilities</li> <li>❖ The Dignity of Work and the Rights of Workers</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.</li> </ul>

**English Language Arts Curriculum – Grade Two  
Diocese of Cleveland  
2013**

**Language: Spelling**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Language

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

- L.2.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Vocabulary Acquisition and Use

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

- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.2.5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

**Essential Questions**

1. How can I learn to spell words I don't know?
2. How can words help me with reading?
3. How can I spell so other readers can read my words?
4. How can I decode words I don't know when I am reading?
5. How do I edit my writing for spelling?

**Content**

**The students will know**

1. Conventions of Standard English (capitalization, punctuation, and spelling)
2. Sentence-level context
3. Consonant blends
4. Plurals
5. Verb tenses
6. Spelling patterns
7. Irregular words
8. Dictionary
9. Glossary

**Skills**

[Bloom's Taxonomy](#)

[DOK Links](#)

**The students will be able to**

1. Spell words with consonant blends and digraphs.
2. Spell regularly used and high-frequency words correctly.
3. Spell words studied correctly.
4. Spell plurals and verb tenses correctly.
5. Use spelling patterns and rules correctly.
6. Spell irregular words.
7. Build a bank of high frequency words.
8. Use beginning dictionary as needed to check and correct spellings.
9. Use a glossary as needed to check and correct spellings.
10. Print legibly, spacing letters, words, and sentences appropriately.
11. Write legibly in cursive handwriting.

**Common Core Vocabulary**

**Additional Vocabulary**

<ol style="list-style-type: none"> <li>1. Conventions of Standard English (capitalization, punctuation, and spelling)</li> <li>2. Sentence-level context</li> <li>3. Consonant blends</li> <li>4. Plurals</li> <li>5. Verb tenses</li> <li>6. Spelling patterns</li> <li>7. Irregular words</li> <li>8. Dictionary</li> <li>9. Glossary</li> </ol>	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
<ol style="list-style-type: none"> <li>1. Class Activity. Revealing Review. Prior to class create a coordinate grid on the Activboard or Smart Board. Using a pen to draw a point and several coordinates, mark a point for each spelling word. Cover each coordinate with a sticky note then post the grid. Each child will be asked to name a coordinate, remove the sticky note, and spell the word. Play until all the marks have been revealed.</li> <li>2. Class Activity. Working with a partner, children will use letter tiles from a Scrabble game (or other sources) to build the spelling words for the week. Children will use tiles to create those words; then add up the value of the letters in each word to learn which of the week's spelling words has the highest mathematical value.</li> <li>3. Using a list of spelling words, children will decide what part of speech each of the words is. They will then do one of the following for each word. <ol style="list-style-type: none"> <li>a. Adjective or adverb: What would you describe with this word? Find at least three things you can describe.</li> <li>b. Verb: Find an action word. What are the other tenses of the word? Add a suffix or prefix. How does it change the meaning?</li> <li>c. Noun or pronoun: Is it a person, place, or thing? Is it singular or plural? What would its other form (singular or plural) be? Children will share their responses with a partner and with the class.</li> </ol> </li> <li>4. Using a list of spelling words, children will classify by the number of syllables each contain.</li> <li>5. Children will work with a partner. One of the partners will read a definition for each word. The other child will decide which word on their list matches the definition given and write the word. Both children will check the spelling.</li> </ol>	<p><b>Revealing Review</b> <b>Formative: Class Work</b> In playing Revealing Review, each child will be asked to name a coordinate, remove the sticky note, and spell the word listed on the sticky note.</p> <p><b>Spelling Scrabble</b> <b>Formative: Cooperative Group Work</b> Working with a partner, children will use letter tiles from a Scrabble game (or other sources) to build the spelling words for the week. Children will use tiles to create those words; then add up the value of the letters in each word to learn which of the week's spelling words has the highest mathematical value.</p> <p><b>What is My Word?</b> <b>Formative: Class Work</b> Using a list of spelling words, children will decide what part of speech each of the words is. They will then do one of the following for each word. a. Adjective or adverb: What would you describe with this word? Find at least three things you can describe. b. Verb: Find an action word. What are the other tenses of the word? Add a suffix or prefix. How does it change the meaning? c. Noun or pronoun: Is it a person, place, or thing? Is it singular or plural? What would its other form (singular or plural) be? Children will share their responses with a partner and with the class.</p> <p><b>How Many Syllables?</b> <b>Formative: Class Work</b> Children will classify a list of spelling words by the number of syllables each contain.</p> <p><b>Defining and Spelling</b> <b>Formative: Cooperative Group Work</b> Children will work with a partner. One of the partners will read a definition for each word. The other child will decide which word on their list matches the definition given and write the word. Both children will check the spelling.</p>
<b>Resources (Suggested)</b>	<b>Catholic Identity</b>

<p>1. iPad Resources</p> <p>2. Literature Connection  <i>Fancy Nancy: Splendid Speller</i> by Jane O'Connor and Robin Preiss Glasser  <i>Uncle Elephant</i> by Arnold Lobel  <i>What's That, Mittens?</i> by Lola M. Schaefer and Susan Kathleen Hartung  <i>Flat Stanley at Bat</i> by Jeff Brown and Macky Pamintuan  <i>Follow Me, Mittens</i> by Lola M. Schaefer and Susan Kathleen Hartung  <i>Captain Awesome and the Ultimate Spelling Bee</i> by Stan Kirby and George O'Connor</p> <p>3. Internet Resources  <a href="#">Spelling City</a>  <a href="#">Teaching Spelling</a>  <a href="#">Fun With Spelling</a>  <a href="#">Spelling Connections – Zaner Bloser</a></p>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Rights and Responsibilities</li> <li>❖ The Dignity of Work and the Rights of Workers</li> <li>❖ Care for God's Creation</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.</li> </ul>
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**Diocese of Cleveland**  
**2013**

**Language: Vocabulary Acquisition and Use**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Reading: Literature

Craft and Structure

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

- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Integration of Knowledge and Ideas

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

- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Reading: Informational Text

Key Ideas and Details

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

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Craft and Structure

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

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Reading: Foundational Skills

Phonics and Word Recognition RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.

- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

Fluency RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Language Vocabulary Acquisition and Use

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

- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- L.2.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.2.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.2.5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**Essential Questions**

1. Why is it important for me to have a good vocabulary?
2. How can I find the meaning of unfamiliar words from context clues?
3. How will vocabulary help me in my writing?

**Content**

**The students will know**

1. Unknown meanings
2. Multi-meaning words
3. Context clues
4. Prefix
5. Suffix
6. Long and short vowels
7. Root words
8. Compound words
9. Real-life connections
10. Glossary
11. Dictionary
12. Shades of meaning for closely related verbs

**Skills**

[Bloom's Taxonomy](#)

[DOK Links](#)

**The students will be able to**

1. Know and apply grade-level phonics and word analysis skills in decoding words.
2. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words.
3. Recognize that words can sound alike but have different meanings.
4. Determine meaning of words through life experiences and prior knowledge.
5. Read root word and their prefixes/suffixes to determine the meaning of a word.
6. Classify words into categories.
7. Use knowledge of the meaning of individual words to

	<p>predict the meaning of compound words.</p> <ol style="list-style-type: none"> <li>8. Determine the meaning of a new word formed when a known prefix is added to a known word.</li> <li>9. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>10. Use a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>11. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>12. Distinguish shades of meaning between closely related words.</li> <li>13. Explain word relationships and nuances in word meanings.</li> <li>14. Identify words that have similar/opposite meanings.</li> <li>15. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</li> <li>16. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>17. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>18. Determine the meaning of words and phrases in a text relevant to a second grade topic or subject area.</li> <li>19. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> <li>20. Print legibly, spacing letters, words, and sentences appropriately.</li> <li>21. Write legibly in cursive handwriting.</li> </ol>
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<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>
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<ol style="list-style-type: none"> <li>1. Unknown meanings</li> <li>2. Multi-meaning words</li> <li>3. Context clues</li> <li>4. Prefix</li> <li>5. Suffix</li> <li>6. Long and short vowels</li> <li>7. Root words</li> <li>8. Compound words</li> <li>9. Real-life connections</li> <li>10. Glossary</li> <li>11. Dictionary</li> <li>12. Shades of meaning for closely related verbs</li> </ol>	
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<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
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<ol style="list-style-type: none"> <li>1. An Extra Step. Using an old Candy Land Game prepare and label each colored game card with a different number and definition. Then list on a key each number and its corresponding word. To play, children will follow the traditional rules of the game, but in this game a player can only move the game piece if he/she names the correct definition of the word on his/her card.</li> <li>2. Class Activity. Children will be given several examples of sentences containing an unknown word. Working with a partner, they will use the words around the unknown word</li> </ol>	<p><b>Unknown Words</b>  <b>Formative: Class Work</b>  Children will be given several examples of sentences containing an unknown word. Working with a partner, they will use the words around the unknown word to determine the meaning of the unknown word. Partners will share the definitions of their words with the class.</p> <p><b>Using Context Clues</b>  <b>Formative: Class Work</b></p>
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<p>to determine the meaning of the unknown word. Partners will share the definitions of their words with the class.</p> <ol style="list-style-type: none"> <li>Finding the meaning of a word when it is clearly given or when it is restated in the text. Working independently, children will use several example sentences containing an underlined word. Looking at the sentence, they will try to determine the meaning of the word. They will then turn and talk to their partner about the meaning of the underlined word. They will then state the definition and share the strategy they used to determine the meaning.</li> <li>What's the Root? Working with a partner, children will create a poster containing words that have prefixes and words that have suffixes. For each word, they will identify the root word, the prefix or suffix, and write the definition of the root word and the definition of the word with either the prefix or the suffix.</li> <li>Word Wheels. Children will construct word wheels in shared or interactive writing in order to help them choose different words when writing. For example: Happy – the center of the wheel. On the spokes, write synonyms for happy: exuberant, joyous, content, blissful, pleased, overjoyed, etc. Like – the center of the wheel. On the spokes, write synonyms for like: enjoy, prefer, choose, wish, want, etc.</li> </ol>	<p>Children will use several example sentences containing an underlined word. Looking at the sentence, they will try to determine the meaning of the word. They will then turn and talk to their partner about the meaning of the underlined word. They will then state the definition and share the strategy they used to determine the meaning.</p> <p><b>Prefixes and Suffixes</b>  <b>Formative: Class Work</b>  Children will create a poster containing words that have prefixes and words that have suffixes. For each word, they will identify the root word, the prefix or suffix, and write the definition of the root word and the definition of the word with either the prefix or the suffix.</p> <p><b>Word Wheels</b>  <b>Formative: Writing Assignment</b>  Children will construct word wheels in shared or interactive writing in order to help them choose different words when writing.</p>
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<p><b>Resources (Suggested)</b></p> <ol style="list-style-type: none"> <li>iPad Resources</li> <li>Literature Connection  <i>Color Me A Rhyme</i> by Jane Yolen  <i>Hailstones and Halibut Bones</i> by Mary O'Neill  <i>Curious George's First Day of School</i> by H.A. Rey  <i>Curious George Takes a Train</i> by H. A. Rey, Margret Rey and Martha Weston  <i>Curious George and the Birthday Surprise</i> by H. A. Rey, Margaret Rey and Martha Weston  <i>My Book of Writing Words: Learning about Consonants and Vowels</i> by Kumon Publishing  <i>Harold and the Purple Crayon</i> by Crockett Johnson  <i>Where the Wild Things Are</i> by Maurice Sendak  <i>Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business</i> by Esphyr Slobodkina</li> <li>Internet Resources   <a href="#">Vocabulary Acquisition Strategies</a>   <a href="#">Academic Vocabulary</a>   <a href="#">Interactive Vocabulary Games</a>   <a href="#">Vocabulary games</a>   <a href="#">Vocabulary Word Games</a></li> </ol>	<p><b>Catholic Identity</b></p> <p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> <li>❖ The Dignity of Work and the Rights of Workers</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.</li> </ul>
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2013**

**Developing Speaking and Listening Skills**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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

- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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

- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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

- SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Essential Questions**

1. How do I show that I am a good listener?
2. How does my body language speak to my audience?
3. How does what I say and how I listen show my respect for human dignity?

**Content**

The students will know

**Skills**

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

<ol style="list-style-type: none"> <li>1. Conversations</li> <li>2. Audible speaking</li> <li>3. Listening</li> <li>4. Speaking</li> <li>5. Questioning</li> <li>6. Discussing</li> <li>7. Ideas</li> <li>8. Information</li> <li>9. Diverse media</li> <li>10. Evidence</li> <li>11. Descriptive details</li> <li>12. Coherent sentences</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the connections between illustrations, media, and text and how illustrations support the text and/or the speaker.</li> <li>2. Use active listening strategies such as eye contact and asking for clarification when responding to speakers.</li> <li>3. Identify main ideas and paraphrase what is presented.</li> <li>4. Connect what is heard with prior knowledge and experience.</li> <li>5. See likenesses and differences of experience to what is said or read.</li> <li>6. Listen with courtesy and open-mindedness.</li> <li>7. Follow multi-step oral directions.</li> <li>8. Take turns in small and/or large discussion groups.</li> <li>9. Speak clearly and at an appropriate pace and volume.</li> <li>10. Ask and answer questions to demonstrate comprehension of oral presentation.</li> <li>11. Use clear and specific vocabulary to communicate ideas and establish tone appropriate to the topic, audience, setting, and purpose.</li> <li>12. Deliver formal and informal descriptive presentations recalling an event or a personal experience.</li> <li>13. State a clear opinion on a topic using details to support the position.</li> <li>14. Deliver simple dramatic presentations.</li> <li>15. Print legibly, spacing letters, words, and sentences appropriately.</li> <li>16. Write legibly in cursive handwriting.</li> </ol>
<p><b>Common Core Vocabulary</b></p>	<p><b>Additional Vocabulary</b></p>
<ol style="list-style-type: none"> <li>1. Conversations</li> <li>2. Audible speaking</li> <li>3. Listening</li> <li>4. Speaking</li> <li>5. Questioning</li> <li>6. Discussing</li> <li>7. Ideas</li> <li>8. Information</li> <li>9. Diverse media</li> <li>10. Evidence</li> <li>11. Descriptive details</li> <li>12. Coherent sentences</li> </ol>	
<p><b>Learning Experiences (Suggested)</b></p>	<p><b>Assessment (Suggested)</b></p>

<ol style="list-style-type: none"> <li>1. Introduction. Prior to the first lesson of this unit, children will review simple discussion rules, namely:       <ol style="list-style-type: none"> <li>a. Listen carefully to what others say.</li> <li>b. Ask questions if you need more information.</li> <li>c. Wait your turn to talk.</li> <li>d. Raise your hand to share and be patient.</li> </ol> </li> <li>2. Class Activity. Read a grade-appropriate book (literature or informational) to provide children with material for a class discussion. Children will listen carefully so they are ready to discuss the book. Children will discuss the main character/ topic and setting of the book. They will respond to a series of questions about the book, such as:       <ol style="list-style-type: none"> <li>a. Who is the main character? What is the main topic?</li> <li>b. Where does the story/event take place?</li> <li>c. What do you like most about _____? Why?</li> <li>d. What do you like least about _____? Why?</li> </ol> </li> <li>3. Individual Activity. Individual children will take turns reading a book or a poem to the class to encourage speaking clearly and at an appropriate pace and volume.</li> <li>4. Individual Activity. Children will create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. Using the recording, each child will assess his/her ability to speak clearly and at an appropriate pace and volume.</li> <li>5. Children will tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Answer questions children may ask about the oral description.</li> <li>6. Cooperative Group Work. Working with a partner, children will collect images of faces from newspapers and magazines. They will use open-ended questions to engage in a conversation about how the person might be feeling and what their expression can tell someone. Children will develop a hypothesis about why the person feels/looks the way they do, present their hypothesis and talk about details from the picture that support their hypothesis.</li> <li>7. Class Activity. When introducing a new theme or topic in the classroom, children will be encouraged to present what they know about it to a small group of their peers. They will use drawings and drafts of posters with information as a part of their presentations.</li> </ol>	<p><b>Discussing A Book</b>  <b>Formative: Class Work</b>        Children will listen carefully to the reading of a book in order to be prepared for a discussion of the book. They will discuss the main character/topic and setting of the book and will respond to a series of questions about the book, such as:</p> <ol style="list-style-type: none"> <li>a. Who is the main character? What is the main topic?</li> <li>b. Where does the story/event take place?</li> <li>c. What do you like most about _____? Why?</li> <li>d. What do you like least about _____? Why?</li> </ol> <p><b>Presenting to the Class</b>  <b>Formative: Class Work</b>        Children will read a book or a poem to the class as a way to encourage speaking clearly and at an appropriate pace and volume.</p> <p><b>How Well Did I Do?</b>  <b>Formative: Oral Assessment</b>        Children will create audio recordings of stories or poems and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. Using the recording, each child will assess his/her ability to speak clearly and at an appropriate pace and volume.</p> <p><b>My Story</b>  <b>Formative: Oral Assessment</b>        Children will tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Answer questions children may ask about the oral description.</p> <p><b>What Is The Picture Saying?</b>  <b>Formative: Cooperative Group Work</b>        Working with a partner, children will collect images of faces from newspapers and magazines. They will use open-ended questions to engage in a conversation about how the person might be feeling and what their expression can tell someone. Children will develop a hypothesis about why the person feels/looks the way he/she does, present their hypothesis and talk about details from the picture that support their hypothesis.</p> <p><b>What Do I Know?</b>  <b>Formative: Observation</b>        When introducing a new theme or topic in the classroom, children will be encouraged to present what they know about it to a small group of their peers. They will use drawings and drafts of posters with information as a part of their presentations.</p>
<p><b>Resources (Suggested)</b></p>	<p><b>Catholic Identity</b></p>

<p>1. iPad Resources</p> <p>2. Literature Connection  <i>Judy Moody and the Bad Luck Charm</i> by Megan McDonald and Peter H. Reynolds  <i>Let's Go Visiting</i> by Sue Williams and Julie Vivas  <i>I Went Walking</i> by Sue Williams and Julie Vivas  <i>The Very Hungry Caterpillar</i> by Eric Carle  <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr. and Eric Carle  <i>Goodnight Moon</i> by Margaret Wise Brown and Clement Hurd  <i>Guess How Much I Love You</i> by Sam McBratney and Anita Jeram</p> <p>3. Internet Resources  <a href="#">Speaking and Listening Activities</a>  <a href="#">Teacher Created Resources</a>  <a href="#">Writing, Speaking and Listening Activities</a>  <a href="#">Listening and Speaking Strategies</a></p>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> <li>❖ The Dignity of Work and the Rights of Workers</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.</li> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.</li> </ul>
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**English Language Arts Curriculum – Grade Two  
Diocese of Cleveland  
2013**

**Language: Sentence Structure and Composition**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Language Conventions of Standard English

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

- L.2.1a. Use collective nouns (e.g., group).
- L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- L.2.1c. Use reflexive pronouns (e.g., myself, ourselves).
- L.2.1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

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

- L.2.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.2.2a. Capitalize holidays, product names, and geographic names.
- L.2.2b. Use commas in greetings and closings of letters.
- L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives.
- L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

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

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Essential Questions**

1. How is written language different from spoken language?
2. Why is it important for me to know the parts of speech?
3. How does knowing the parts of speech help me to be a better writer?

**Content**

The students will know

**Skills**

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

<ol style="list-style-type: none"> <li>1. Punctuation</li> <li>2. Capitalization</li> <li>3. Simple sentence</li> <li>4. Compound sentence</li> <li>5. Declarative sentence</li> <li>6. Imperative sentence</li> <li>7. Interrogative statement</li> <li>8. Exclamatory statement</li> <li>9. Parts of speech</li> <li>10. Adjectives</li> <li>11. Adverbs</li> <li>12. Nouns</li> <li>13. Irregular plural nouns</li> <li>14. Reflexive pronouns</li> <li>15. Irregular verbs</li> <li>16. Verb tenses</li> <li>17. Regular verbs</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish nouns as people, places, things, or ideas.</li> <li>2. Categorize nouns as proper or common nouns and use correct capitalization when writing proper nouns.</li> <li>3. Recognize a possessive noun as a noun showing ownership and use an apostrophe correctly when writing possessive nouns in sentences.</li> <li>4. Use singular and plural nouns with matching verbs in sentences.</li> <li>5. Identify nouns in sentences.</li> <li>6. Form and use irregular plural nouns.</li> <li>7. Identify and use collective nouns.</li> <li>8. Identify and use correctly personal, possessive, indefinite, and reflexive pronouns in sentences.</li> <li>9. Use correct verb tenses in writing and speaking.</li> <li>10. Identify a verb as an action word.</li> <li>11. Identify the verb in a sentence.</li> <li>12. Form and use the past tense of frequently occurring irregular verbs.</li> <li>13. Identify an adjective as a word describing a noun.</li> <li>14. Identify an adverb as a word describing a verb.</li> <li>15. Use adjectives and adverbs to add details to sentences.</li> <li>16. Use correct adjective and adverb placement.</li> <li>17. Determine whether an adjective or an adverb should be used depending on what is to be modified.</li> <li>18. Recognize and use punctuation correctly.</li> <li>19. Recognize and use correct capitalization.</li> <li>20. Produce, expand, and rearrange simple and compound sentences.</li> <li>21. Identify and use various types of sentences; simple and compound declarative, imperative, interrogative, and exclamatory.</li> <li>22. Print legibly.</li> <li>23. Illustrate consistent letter size.</li> <li>24. Space letters and words appropriately.</li> <li>25. Write legibly in cursive handwriting.</li> </ol>
<p><b>Common Core Vocabulary</b></p>	<p><b>Additional Vocabulary</b></p>

1. Punctuation	
2. Capitalization	
3. Simple sentence	
4. Compound sentence	
5. Declarative sentence	
6. Imperative sentence	
7. Interrogative statement	
8. Exclamatory statement	
9. Parts of speech	
10. Adjectives	
11. Adverbs	
12. Nouns	
13. Irregular plural nouns	
14. Reflexive pronouns	
15. Irregular verbs	
16. Verb tenses	
17. Regular verbs	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>



<ol style="list-style-type: none"> <li>1. Class Activity. Children will learn about the parts of speech including noun, pronoun, verb, adjective, and adverb. As a class, they will state the definition of each part of speech and create posters containing a list of words for each category.</li> <li>2. Cooperative Group Work. Working with a partner, children will create of list of people, places, and things identifying them as proper or common nouns. They will share their list with the class. (Throughout the year repeat this type of activity for pronouns, verbs, adjectives, and adverbs.)</li> <li>3. Class Activity. Write the following sentence on the board: My furry dog Sparky barked when a big truck drove slowly by our house. Children will identify the parts of speech in the sentence. Circle the nouns (dog, Sparky, truck, house), underline the verbs (barked, drove), put a triangle around the pronouns (my, our), a box around the adjectives (furry, big), and a wavy line under the adverb (slowly). (Use similar activities throughout the year to reinforce recognition of the use of parts of speech in sentence structure.)</li> <li>4. Class Activity. As a group, children will expand their parts of speech posters by listing a number of commonly used words in each category. They will create a poster for nouns (common and proper), pronouns, verbs, adjectives, and adverbs.</li> <li>5. Cooperative Group Work. Using the parts of speech posters, children will work with a partner to write (in cursive) at least five sentences using words from the posters. When completed, partners will exchange their sentences with another group. Partners will identify the various parts of speech used in each sentence.</li> <li>6. Class Work. Children will be given a set of cards with possible sentence words. They will order each set of words to make a telling sentence, and then order them to make a question. Example: the an apple on table is be will jack going us with.</li> <li>7. Individual Work. Children will write a short story about their day. (It can be fiction or non-fiction). Use at least four periods, three exclamation points, two question marks and one comma. They will write their story in cursive first and then they will publish their story using a digital tool.</li> <li>8. Class Activity. Each day throughout the school year children will complete a digital daily edit either as a class, a team, or individually.</li> </ol> <p> <a href="#">Daily Edit sheets</a>  <a href="#">Writing Resource Center</a>  <a href="#">Understanding Parts of Speech</a>  <a href="#">Brain Pop Junior</a>  <a href="#">Sentence Structure Worksheets</a>  <a href="#">Sentence Play</a>  <a href="#">Interactive Grammar Games</a> </p>	<p><b>Parts of Speech Posters</b>  <b>Formative: Cooperative Group Work</b>  Working with a partner, children will create of list of people, places, and things identifying them as proper or common nouns. They will share their list with the class. (Throughout the year repeat this type of activity for pronouns, verbs, adjectives, and adverbs.)</p> <p><b>Identifying Parts of Speech</b>  <b>Formative: Class Work</b>  Given a sentence, children will identify the parts of speech in the sentence. Circle the nouns (dog, Sparky, truck, house), underline the verbs (barked, drove), put a triangle around the pronouns (my, our), a box around the adjectives (furry, big), and a wavy line under the adverb (slowly). (Use similar activities throughout the year to reinforce recognition of the use of parts of speech in sentence structure.)</p> <p><b>Writing Sentences</b>  <b>Formative: Cooperative Group Work</b>  Using the parts of speech posters, children will work with a partner to write (in cursive) at least five sentences using words from the posters. When completed, partners will exchange their sentences with another group. Partners will identify the various parts of speech used in each sentence.</p> <p><b>Creating Sentences</b>  <b>Formative: Written Assessment</b>  Children will be given a set of cards with possible sentence words. They will order each set of words to make a telling sentence, and then order them to make a question. They will share their sentences with the class.</p> <p><b>My Story</b>  <b>Formative: Writing Assignment</b>  Children will write a short story about their day. (It can be fiction or non-fiction). Use at least four periods, three exclamation points, two question marks and one comma. They will write their story in cursive first and then they will publish their story using a digital tool.</p>
<b>Resources (Suggested)</b>	<b>Catholic Identity</b>

<p>1. iPad Resources</p> <p>2. Literature Connection  <i>Nouns and Verbs Have a Field Day</i> by Robin Pulver  <i>A Mink, a Fink, a Skating Rink: What Is a Noun?</i> by Brian Cleary  <i>Merry-Go-Round: A Book About Nouns</i> by Ruth Heller  <i>Mine, All Mine! A Book About Pronouns</i> by Ruth Heller  <i>To Root, to Toot, to Parachute: What Is a Verb?</i> by Brian P. Cleary  <i>Slide and Slurp, Scratch and Burp</i> by Brian Cleary and Brian Gable  <i>The Maestro Plays</i> by Bill Martin  <i>If You Were an Adverb</i> by Michael Dahl and Sara Gray  <i>If You Were an Adjective</i> by Michael Dahl  <i>Quirky, Jerky, Extra Perky: More About Adjectives</i> by Brian Cleary and Brian Gable</p> <p>3. Internet Resources  <a href="#">Books for Teaching About Nouns</a>  <a href="#">Books for Teaching About Verbs</a>  <a href="#">Teaching Verbs and Adverbs with Books</a>  <a href="#">Teaching Adjectives</a>  <a href="#">Brain Pop Junior</a>  <a href="#">Sentence Structure Worksheets</a>  <a href="#">Sentence Structure</a>  <a href="#">Sentences and Place Value</a></p>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> <li>❖ The Dignity of Work and the Rights of Workers</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.</li> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> </ul>
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**English Language Arts Curriculum – Grade Two  
Diocese of Cleveland  
2013**

**Writing: Narrative**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Writing

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

- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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

- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Language Conventions of Standard English

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

- L.2.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

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

- L.2.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

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

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.3a. Compare formal and informal uses of English.

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

- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**Essential Questions**

<ol style="list-style-type: none"> <li>1. Why share personal experiences through writing?</li> <li>2. How do writers express their thoughts and feelings?</li> <li>3. How do writers decide what to write?</li> <li>4. Where do ideas for writing come from?</li> <li>5. Why should a story have a beginning, middle, and end?</li> </ol>	
<p><b>Content</b> The students will know</p>	<p><b>Skills</b> <a href="#">Bloom's Taxonomy</a> <a href="#">DOK Links</a> The students will be able to</p>
<ol style="list-style-type: none"> <li>1. Narrative writing</li> <li>2. Upper case letters</li> <li>3. Lower case letters</li> <li>4. Cursive writing</li> <li>5. Nouns and pronouns</li> <li>6. Verbs</li> <li>7. Adjectives</li> <li>8. Adverbs</li> <li>9. Sentences</li> <li>10. Capitalization</li> <li>11. Punctuation</li> <li>12. Spelling</li> <li>13. Formal uses of English</li> <li>14. Informal uses of English</li> </ol>	<ol style="list-style-type: none"> <li>1. Generate ideas for a narrative recounting a well-elaborated event or short sequence of events.</li> <li>2. Formulate a topic using details to describe thoughts and feelings.</li> <li>3. Develop audience and purpose for assigned writing task.</li> <li>4. Use graphic organizers to clarify ideas for writing assignment.</li> <li>5. Produce an initial draft for selected writing task.</li> <li>6. Focus on a topic and strengthen writing as needed by revising and editing.</li> <li>7. Use correct capitalization, punctuation, and spelling.</li> <li>8. Refer to a dictionary to check spelling of unknown words.</li> <li>9. Use a range of complete sentences including declarative, imperative, interrogative, and exclamatory.</li> <li>10. Use descriptive words, including adjectives and adverbs, to add detail to narrative text.</li> <li>11. Include transitional words and phrases.</li> <li>12. Create an introduction, body, and concluding statement.</li> <li>13. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.</li> <li>14. Edit to improve sentence fluency, grammar, and usage.</li> <li>15. Write legibly in cursive handwriting.</li> <li>16. Use a variety of digital tools to produce and publish writing and collaborate with peers.</li> </ol>
<p><b>Common Core Vocabulary</b></p>	<p><b>Additional Vocabulary</b></p>
<ol style="list-style-type: none"> <li>1. Narrative writing</li> <li>2. Upper case letters</li> <li>3. Lower case letters</li> <li>4. Cursive writing</li> <li>5. Nouns and pronouns</li> <li>6. Verbs</li> <li>7. Adjectives</li> <li>8. Adverbs</li> <li>9. Sentences</li> <li>10. Capitalization</li> <li>11. Punctuation</li> <li>12. Spelling</li> <li>13. Formal uses of English</li> <li>14. Informal uses of English</li> </ol>	
<p><b>Learning Experiences (Suggested)</b></p>	<p><b>Assessment (Suggested)</b></p>

<ol style="list-style-type: none"> <li>1. <b>Introductory Activity.</b> Ask children: How would you describe our classroom to a person who has never seen it? What would you tell them? What details would be needed for them to "see" the classroom? What things would they see? What colors would they see? What sounds would they hear? What would the classroom smell like? As children state their observations, write the observations on the board under each question. After they have stated their observations, add the heading "feelings" and ask the children to express how the classroom makes them feel. Use the children's observations to model writing a descriptive narrative about the classroom.</li> <li>2. <b>Cooperative Group Work.</b> Working with a partner, children will use the observations generated by the class to write a narrative about the classroom. Partners will share their story with the class.</li> <li>3. <b>Independent Work.</b> Children will write a narrative about their favorite room. They will begin by filling in the information on a chart or other graphic organizer. (What does the room look like? Are there any pictures on the walls? What do they do in this room? How do they feel when they are in this room?) They will then use this information to write a narrative about their favorite room. They will write the story in cursive handwriting and then produce it digitally.</li> <li>4. <b>Class Activity.</b> Children will write a narrative in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>5. <b>Independent Work.</b> Children will use graphic organizers to help them formulate ideas for their personal narratives.</li> <li>6. Throughout the year, children will write narrative essays about various grade-level, content-appropriate topics. Topics may include: being a good citizen, a funny and/or important event in family life, a special holiday, their First Communion, etc.</li> <li>7. Children will write an organized detailed letter to a person of their choice. The letter should describe their ideal vacation and use temporal words to properly sequence thoughts and events.</li> </ol> <p><a href="#">Read Write Think Curriculum Corner Narrative/Descriptive Writing</a></p>	<p><b>Our Classroom</b> <b>Formative: Cooperative Group Work</b> Working with a partner, children will use observations generated by the class to write a narrative about the classroom. Partners will share their story with the class.</p> <p><b>My Favorite Room</b> <b>Formative: Writing Assignment</b> Children will write a narrative about their favorite room. They will begin by filling in the information on a chart or other graphic organizer. (What does the room look like? Are there any pictures on the walls? What do they do in this room? How do they feel when they are in this room?) They will then use this information to write a narrative about their favorite room. They will write the story in cursive handwriting and then produce it digitally.</p> <p><b>Writing a Narrative</b> <b>Formative: Writing Assignment</b> Children will write a narrative in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>Writing a Letter</b> <b>Formative: Class Work</b> Students write an organized detailed letter to a person of their choice. The letter should describe their ideal vacation, and use temporal words to properly sequence thoughts and events. Assess for organization.</p>
<p><b>Resources (Suggested)</b></p>	<p><b>Catholic Identity</b></p>

<p>1. iPad Resources</p> <p>2. Literature Connection  <i>The Year of Magical Thinking</i> by Joan Didion  <i>Saturdays and Teacakes</i> by Lester L. Laminack  <i>The Raft</i> by Jim LaMarche  <i>Come On, Rain</i> by Karen Hesse, Jon J. Muth  <i>The Keeping Quilt</i> by Patricia Polacco  <i>A Bad Case of Stripes</i> by David Shannon  <i>A Chair for My Mother</i> by Vera B. Williams  <i>A Splendid Friend, Indeed</i> by Suzanne Bloom  <i>Alexander And The Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst  <i>Bear Snores On</i> by Karma Wilson</p> <p>3. Internet Resources  <a href="#">Teacher Resources</a>  <a href="#">EduPlace Graphic Organizers</a>  <a href="#">Graphic Organizers</a>  <a href="#">Rubric for Narrative Writing</a>  <a href="#">Rubric for Narrative Writing</a>  <a href="#">Narrative/Descriptive Writing</a>  <a href="#">Story Starters</a>  <a href="#">Story Starters/Picture Starters</a></p>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> <li>❖ The Dignity of Work and the Rights of Workers</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.</li> </ul>
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**English Language Arts Curriculum – Grade Two  
Diocese of Cleveland  
2013**

**Writing - Informational/Explanatory**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Writing

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

- W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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

- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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

- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Language Conventions of Standard English

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

- L.2.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

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

- L.2.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

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

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.3a. Compare formal and informal uses of English.

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

- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**Essential Questions**

<ol style="list-style-type: none"> <li>1. How can I teach people by my writing?</li> <li>2. How can I make my writing work best for my audience?</li> <li>3. Why is it important to use writing conventions?</li> </ol>	
<b>Content</b> <b>The students will know</b>	<b>Skills</b> <a href="#">Bloom's Taxonomy</a> <a href="#">DOK Links</a> <b>The students will be able to</b>
<ol style="list-style-type: none"> <li>1. Informative writing</li> <li>2. Explanatory writing</li> <li>3. Upper case letters</li> <li>4. Lower case letters</li> <li>5. Nouns</li> <li>6. Verbs</li> <li>7. Sentences</li> <li>8. Capitalization</li> <li>9. Punctuation</li> <li>10. Spelling</li> </ol>	<ol style="list-style-type: none"> <li>1. Generate ideas for an informative/explanatory text.</li> <li>2. Formulate an appropriate topic.</li> <li>3. Develop audience and purpose for assigned writing task.</li> <li>4. Use graphic organizers to clarify ideas for writing assignment.</li> <li>5. Use facts and definitions to develop points.</li> <li>6. Produce an initial draft for selected writing task.</li> <li>7. Use correct capitalization, punctuation.</li> <li>8. Use quotation marks for direct quotes.</li> <li>9. Refer to a dictionary to check spelling of unknown words.</li> <li>10. Use a range of complete sentences, including declarative, imperative, interrogative, and exclamatory.</li> <li>11. Use descriptive words, including adjectives and adverbs, to add detail to text.</li> <li>12. Include transitional words and phrases.</li> <li>13. Create an introduction, body, and concluding statement.</li> <li>14. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.</li> <li>15. Edit to improve sentence fluency, grammar, and usage.</li> <li>16. Write legibly in cursive handwriting.</li> <li>17. Publish writing samples for display or sharing with others using techniques such as digital tools and/or graphics.</li> </ol>
<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Informative text</li> <li>2. Explanatory text</li> <li>3. Topic</li> <li>4. Question</li> <li>5. Suggestion</li> <li>6. Upper case letters</li> <li>7. Lower case letters</li> <li>8. Nouns</li> <li>9. Verbs</li> <li>10. Audience</li> <li>11. Written language</li> <li>12. Spoken language</li> <li>13. Consonant/vowel</li> <li>14. Sentence</li> <li>15. Punctuation</li> </ol>	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>



<ol style="list-style-type: none"> <li>1. Introductory Activity. Read <i>I Took My Frog to the Library</i> by Eric A. Kimmel to the class. After the reading, children will brainstorm other animals to take to the library and the messes each animal would create. Each child will write his/her own version of the story featuring an animal other than a frog. They will illustrate the funniest event. When completed, children will share their stories and illustrations with the class.</li> <li>2. Class Activity. Children will choose one classroom routine they know how to do really well. They will explain to the children in next year's class how to complete the chosen routine.</li> <li>3. Class Activity. Children will work with a group to look closely at examples of explanatory writing and see what they notice about them. Children will begin work with partners to examine one of the sample texts provided. They will use post-it notes to label characteristics of explanatory writing they notice in the text. Each partner group will join another partner group to make groups of four and compare what they noticed in their texts. Groups will share their findings with the class.</li> <li>4. Science Research Report. Children will write a report about a plant or animal. They will explain how a habitat provides for its basic needs, including food, water, and shelter. Children will introduce a topic, use facts and definitions to develop points, and provide a concluding statement. They will gather this information from provided sources. They will produce and publish their report using a digital tool.</li> </ol> <p><a href="#">Curriculum Corner</a></p>	<p><b>I Took My Frog to the Library</b>  <b>Formative: Written Assessment</b>  After a class reading of <i>I Took My Frog to the Library</i> by Eric A. Kimmel, children will brainstorm other animals to take to the library and the messes each animal would create. Each child will write his/her own version of the story featuring an animal other than a frog. They will illustrate the funniest event. When completed, children will share their stories and illustrations with the class.</p> <p><b>Pick a Topic</b>  <b>Formative: Class Work</b>  Children will choose one classroom routine they know how to do really well. They will explain to the children in next years' class how to complete the chosen routine.</p> <p><b>Examining an Explanatory Text</b>  <b>Formative: Cooperative Group Work</b>  Children will work with a group to look closely at examples of explanatory writing and see what they notice about them. Children will begin work with partners to examine one of the sample texts provided. They will use post-it notes to label characteristics of explanatory writing they notice in the text. Each partner group will join another partner group to make groups of four and compare what they noticed in their texts. Groups will share their findings with the class. (A rubric will be used to assess this learning experience.)</p> <p><b>Science Report</b>  <b>Formative: Writing Assignment</b>  Children will write a report about a plant or animal. They will explain how a habitat provides for its basic needs, including food, water, and shelter. Children will introduce a topic, use facts and definitions to develop points, and provide a concluding statement. They will gather this information from provided sources. They will produce and publish their report using a digital tool.</p>
<p><b>Resources (Suggested)</b></p>	<p><b>Catholic Identity</b></p>
<ol style="list-style-type: none"> <li>1. iPad Resources</li> <li>2. Literature Connection  <i>I Took My Frog to the Library</i> by Eric A. Kimmel  <i>How to Tell If Your Cat Is Plotting to Kill You</i> by The Oatmeal, Matthew Inman  <i>How to Babysit a Grandpa</i> by Jean Reagan and Lee Wildish  <i>Grandpas Are For Finding Worms</i> by Harriet Ziefer and Jennifer Plecas  <i>Mary Engelbreit's Mother Goose: One Hundred Best-Loved Verses</i> by Mary Engelbreit  <i>From Head to Toe</i> by Eric Carle  <i>Baby Bear, Baby Bear, What Do You See?</i> by Bill Martin and Eric Carle</li> <li>3. Internet Resources  <a href="#">Informative/Explanatory Writing Prompts</a>  <a href="#">Writing- Informational/Explanatory Writing Worksheets for Teachers</a>  <a href="#">Writing Resources K-6</a>  <a href="#">Brain Pop Junior</a></li> </ol>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Rights and Responsibilities</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.</li> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.</li> <li>❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.</li> </ul>

**English Language Arts Curriculum – Grade Two**  
**Diocese of Cleveland**  
**2013**

**Writing: Opinion**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Writing

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

- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

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

- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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

- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Language Conventions of Standard English

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

- L.2.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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

- L.2.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

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

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.3a. Compare formal and informal uses of English.

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

- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**Essential Questions**

<ol style="list-style-type: none"> <li>1. Why am I writing?</li> <li>2. What am I trying to achieve through my writing?</li> <li>3. Who will read my writing?</li> <li>4. How can I write in compelling ways to convince my audience?</li> <li>5. How can I revise and edit to make my piece more effective?</li> </ol>	
<p><b>Content</b> The students will know</p>	<p><b>Skills</b> <a href="#">Bloom's Taxonomy</a> <a href="#">DOK Links</a> The students will be able to</p>
<ol style="list-style-type: none"> <li>1. Topic</li> <li>2. Opinion</li> <li>3. Question</li> <li>4. Suggestion</li> <li>5. Upper case letters</li> <li>6. Lower case letters</li> <li>7. Nouns and Pronouns</li> <li>8. Verbs</li> <li>9. Adjectives</li> <li>10. Adverbs</li> <li>11. Audience</li> <li>12. Written language</li> <li>13. Spoken language</li> <li>14. Consonant/vowel</li> <li>15. Sentence</li> <li>16. Punctuation</li> </ol>	<ol style="list-style-type: none"> <li>1. Generate ideas for a selected topic through discussions with others.</li> <li>2. Formulate an opinion based on topic.</li> <li>3. Develop audience and purpose for assigned writing task.</li> <li>4. Use graphic organizers to clarify ideas for writing assignment.</li> <li>5. Supply valid reasons to support opinion and use linking words to connect opinion and reasons.</li> <li>6. Produce an initial draft for selected writing task.</li> <li>7. Use correct capitalization, punctuation, and spelling.</li> <li>8. Refer to a dictionary to check spelling of unknown words.</li> <li>9. Use a range of complete sentences, including declarative, imperative, interrogative, and exclamatory.</li> <li>10. Use descriptive words, including adjectives and adverbs, to add detail to text.</li> <li>11. Include transitional words and phrases.</li> <li>12. Produce, expand, and rearrange complete single and compound sentences.</li> <li>13. Create an introduction, body, and concluding statement.</li> <li>14. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.</li> <li>15. Edit to improve sentence fluency, grammar, and usage.</li> <li>16. Write legibly in cursive handwriting.</li> <li>17. Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics.</li> </ol>
<p><b>Common Core Vocabulary</b></p>	<p><b>Additional Vocabulary</b></p>

<ol style="list-style-type: none"> <li>1. Topic</li> <li>2. Opinion</li> <li>3. Question</li> <li>4. Suggestion</li> <li>5. Upper case letters</li> <li>6. Lower case letters</li> <li>7. Nouns and pronouns</li> <li>8. Verbs</li> <li>9. Adjectives</li> <li>10. Adverbs</li> <li>11. Audience</li> <li>12. Written language</li> <li>13. Spoken language</li> <li>14. Consonant/vowel</li> <li>15. Sentence</li> <li>16. Punctuation</li> </ol>	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
<ol style="list-style-type: none"> <li>1. Class Activity. Read a book, such as <i>How Can I Get A Pet?</i> by Rozanne Lanczak Williams to the class as a way to encourage children to want to write on their own. Using the "Your Turn to Write" page provided at the end of the book, children will use the entertaining activities that are designed to build writing skills. Children will simply follow the example of characters in the story to create posters, journal entries, stories, friendly letters, and more! Children will share their work with the class.</li> <li>2. Class Activity. Children will select one of their favorite books and write at least two sentences to tell what their favorite book is about and reasons why it is their favorite book. They will share their reasons with the class.</li> <li>3. Cooperative Group Work. Working with a partner, children will choose a topic and write an opinion paragraph identifying why they like the topic and why they do not like the topic.</li> <li>4. Throughout the year children will write several opinion pieces about topics of their choice. They will introduce the topic, state an opinion, supply reasons that support the opinion, use linking words to connect the opinion and reasons, and provide a concluding statement.</li> </ol> <p><a href="#">Write a persuasive letter to parents</a>  <a href="#">Persuasive writing packet</a>  <a href="#">Curriculum Corner</a></p>	<p><b>Stating My Opinion</b>  <b>Formative: Class Work</b>  Read a book such as, <i>How Can I Get A Pet?</i> by Rozanne Lanczak Williams to the class as a way to encourage children to want to write on their own. Using the "Your Turn to Write" page provided at the end of the book, children will use the entertaining activities that are designed to build writing skills. Children will simply follow the example of characters in the story to create posters, journal entries, stories, friendly letters, and more! Children will share their work with the class.</p> <p><b>My Favorite Book</b>  <b>Formative: Writing Assignment</b>  Children will select one of their favorite books and write at least two sentences to tell what their favorite book is about and reasons why it is their favorite book. They will share their reasons with the class.</p> <p><b>To Like or Not To Like</b>  <b>Formative: Writing Assignment</b>  Working with a partner, children will choose a topic and write an opinion paragraph identifying why they like the topic and why they would not like the topic. They will use a digital tool to produce and publish their work. (Repeat this writing activity throughout the year.)</p> <p><b>This is My Opinion</b>  <b>Formative: Writing Assignment</b>  Throughout the year children will write several opinion pieces about topics of their choice. They will introduce the topic, state an opinion, supply reasons that support the opinion, use linking words to connect the opinion and reasons, and provide a concluding statement. (Create a rubric to assess this work.)</p>
<b>Resources (Suggested)</b>	<b>Catholic Identity</b>

<p>1. iPad Resources</p> <p>2. Literature Connection  <i>I Wanna Iguana</i> by Karen Orloff  <i>How Can I Get A Pet?</i> by Rozanne Lanczak Williams  <i>Click, Clack, Moo Cows That Type</i> by Doreen Cronin!  <i>Dear Annie</i> by Judith Caseley  <i>What Is the Best Pet?</i> by Rozanne Lanczak Williams</p> <p>3. Internet Resources  <a href="#">Rubric for Persuasive Writing</a>  <a href="#">Rubric for Opinion Writing</a>  <a href="#">Literature for Opinion Writing</a>  <a href="#">Writing Ideas</a>  <a href="#">Opinion Writing</a></p>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Rights and Responsibilities</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.</li> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.</li> <li>❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.</li> </ul>
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**English Language Arts Curriculum–Grade Two**  
**Diocese of Cleveland**  
**2013**

**Writing: Research**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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

- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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

- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Language Conventions of Standard English

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

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

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

- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2a. Capitalize holidays, product names, and geographic names.

- L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### Knowledge of Language

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

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.3a. Compare formal and informal uses of English.

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

- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

#### Essential Questions

1. Why is research important?
2. Where do ideas for writing come from?
3. How do my topics choices demonstrate my Catholic faith and values?

#### Content

##### The students will know

1. Research
2. Credibility
3. Accuracy
4. Personal experiences
5. Topic
6. Question
7. Suggestion
8. Upper case letters
9. Lower case letters
10. Nouns
11. Verbs
12. Audience
13. Written language
14. Spoken language
15. Consonant/vowel
16. Sentence
17. Punctuation
18. Quotation marks

#### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

##### The students will be able to

1. Create questions for investigations, assigned topic, or personal area of interest.
2. Access and select relative information from print, video, and on-line sources.
3. Write brief notes, sort relevant information, and report important findings to others.
4. Acquire information, with teacher assistance, from multiple sources and collect data about the topic.
5. Recall sources of information used.
6. Develop audience and purpose for assigned writing task.
7. Use graphic organizers to clarify ideas for writing assignment.
8. Use facts and definitions to develop points.
9. Produce an initial draft for selected writing task.
10. Use correct capitalization, punctuation, and spelling.
11. Refer to dictionary to check spelling of unknown words.
12. Use a range of complete sentences, including declarative, imperative, interrogative, and exclamatory.
13. Use descriptive words, including adjectives and adverbs, to add detail to text.
14. Use quotation marks for direct quotes.
15. Include transitional words and phrases.
16. Create an introduction, body, and concluding statement.
17. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.
18. Edit to improve sentence fluency, grammar, and usage.
19. Print legibly, spacing letters, words, and sentences appropriately.



- 20. Write legibly in cursive handwriting.
- 21. Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics.

**Common Core Vocabulary**

- 1. Research
- 2. Credibility
- 3. Accuracy
- 4. Personal experiences
- 5. Topic
- 6. Question
- 7. Suggestion
- 8. Upper case letters
- 9. Lower case letters
- 10. Nouns
- 11. Verbs
- 12. Audience
- 13. Written language
- 14. Spoken language
- 15. Consonant/vowel
- 16. Sentence
- 17. Punctuation
- 18. Quotation marks

**Additional Vocabulary**

**Learning Experiences (Suggested)**

- 1. **Class Activity.** Begin the unit by sharing a number of informational books with the children. Children will take time to skim the books and choose one that interests them. Children will share with the class the reasons why they chose that particular text.
- 2. **Class Activity.** Using the resources from the above activity, children will create a Great Topics to Learn About list. Working with a partner, children will select a topic that they will research. When children have completed their research, they will share their work with the class.
- 3. **Independent Work.** After providing research time to research an important historical person, each child will use a template of a 4 leaf clover labeled "Lucky for Me." Children will complete the sentence, describing an important contribution of the person they researched and how the contribution affects our life today.
- 4. **Cooperative Group Work.** Children will participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). As a team, they will gather information from provided sources to answer a set of general level questions.
- 5. **Independent Work.** Using resources provide, children will write a report about a country that the child's family comes from. They will include information about food, customs, sports, games, and music. They will also include three well-known sites, events or landmarks from the country and explain why they are important. Children will introduce a topic, use facts and definitions to develop points, and provide a concluding statement. Children will use digital

**Assessment (Suggested)**

**Great Topics To Learn About**

**Formative: Writing Assignment**

Children will create a Great Topics to Learn About list. Working with a partner, children will select a topic that they will research. When children have completed their research, they will share their work with the class.

**Lucky For Me**

**Formative: Writing Assignment**

After providing research time to research an important historical person, each child will use a template of a 4 leaf clover labeled "Lucky for Me." Children will complete the sentence, describing an important contribution of the person they researched and how the contribution affects our life today.

**Team Research**

**Formative: Cooperative Group Work**







Children will participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). As a team, they will gather information from provided sources to answer a set of general level questions.

**My Family's Country**

**Summative: Writing Assignment**

Using resources provided, children will write a report about a country that the child's family comes from. They will include information about food, customs, sports, games, and music. They will also include three well-known sites, events or landmarks from the country, and explain why they are important. Children will



tools to produce and publish their research.	introduce a topic, use facts and definitions to develop points, and provide a concluding statement. Children will use digital tools to produce and publish their research.
<b>Resources (Suggested)</b>	<b>Catholic Identity</b>
<p>1. iPad Resources</p> <p>2. Literature Connection  <i>National Geographic Little Kids First Big Book of Animals</i> by Catherine D. Hughes  <i>My Big Animal Book</i> by Roger Priddy  <i>The Story of the World: History for the Classical Child: The Middle Ages: From the Fall of Rome to the Rise of the Renaissance</i> by Susan Wise Bauer  <i>We the Kids: The Preamble to the Constitution of the United States</i> by David Catrow  <i>America Is . . .</i> by Louise Borden and Stacey Schuett</p> <p>3. Internet Resources</p> <ul style="list-style-type: none"> <li> <a href="#">Curriculum Corner - Research</a></li> <li> <a href="#">Grade 2 Research Activities</a></li> <li> <a href="#">Student Center Activities</a></li> <li> <a href="#">Dinosaur Research Activity</a></li> <li> <a href="#">Research Projects</a></li> <li> <a href="#">Animal Research Project</a></li> </ul>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> <li>❖ Solidarity</li> <li>❖ Care for God's Creation</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.</li> <li>❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.</li> </ul>

# ENGLISH LANGUAGE ARTS CURRICULUM

## GRADE TWO

### CHECKLIST FOR COMMON CORE STATE STANDARDS & DIOCESAN CURRICULUM

<b>DATE TAUGHT</b>	
<b>CAPACITIES OF THE LITERATE INDIVIDUAL</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>LANGUAGE</b>	
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Use collective nouns (e.g., group).
	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
	Use reflexive pronouns (e.g., myself, ourselves).
	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
	Use adjectives and adverbs, and choose between them depending on what is to be modified.
	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Capitalize holidays, product names, and geographic names.
	Use commas in greetings and closings of letters.
	Use an apostrophe to form contractions and frequently occurring possessives.
	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<b>KNOWLEDGE OF LANGUAGE</b>	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Compare formal and informal uses of English.
<b>VOCABULARY ACQUISITION AND USE</b>	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
	Use sentence-level context as a clue to the meaning of a word or phrase.
	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

<b>DATE TAUGHT</b>	
<b>VOCABULARY ACQUISITION AND USE CONTINUED</b>	
	Demonstrate understanding of word relationships and nuances in word meanings.
	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
<b>WRITING</b>	
<b>TEXT TYPES AND PURPOSES</b>	
	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
	Recall information from experiences or gather information from provided sources to answer a question.
<b>RANGE OF WRITING (Begins in Grade 3)</b>	
<b>SPEAKING AND LISTENING</b>	
<b>COMPREHENSION AND COLLABORATION</b>	
	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	Build on others' talk in conversations by linking their comments to the remarks of others.
	Ask for clarification and further explanation as needed about the topics and texts under discussion.
	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	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>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

# PARENT GUIDE

## GRADE TWO ENGLISH LANGUAGE ARTS CURRICULUM

### DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Two.

As parents, you are encouraged to support the work of your child’s teacher in helping your child acquire each of these skills.

<b>CAPACITIES OF THE LITERATE INDIVIDUAL</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
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	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)