



# ADW GRADE 2 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

Reading: Word recognition, Fluency & Vocabulary (WRFV)	Standards	Core Concepts	Key Terms
<p><b>LA.2.WRFV.1</b> <b>Scaled score</b></p> <ul style="list-style-type: none"><li>• 1570/smaller (RF)</li><li>• 1871-2020 (RF)</li></ul>	<p>Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; rhyming words; and clearly pronouncing blends and vowel sounds.</p>	<ul style="list-style-type: none"><li>• Readers need to recognize and distinguish sounds in various positions in words (beginning, medial, ending). They also need to recognize that letters and combinations of letters represent sounds</li><li>• Readers need to be aware of letter/sound relationships: individual letters, double consonants, consonant blends, consonant and vowel digraphs, silent consonants and vowels, letter clusters (e.g. igh), r-controlled vowels and diphthongs.</li><li>• Readers need to be aware that letters and some letter combinations can represent more</li></ul>	<ul style="list-style-type: none"><li>• Rhyming words</li><li>• Letter/sound relationships</li><li>• Vowel digraphs</li><li>• R-controlled vowels</li><li>• Consonant blends</li><li>• Letter clusters</li><li>• Diphthongs</li><li>• Open syllables</li><li>• Closed syllables</li></ul>



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		<p>than one sound in all positions (beginning, medial, ending).</p> <ul style="list-style-type: none"><li>• Readers need to be aware that some sounds can be represented by different letters and letter combinations (e.g. fox, rough, phone)</li><li>• Sounds can be different based on where the letters fall in a word (e.g. /gh/ as in cough will never have a</li><li>• /f / at the beginning of a word)</li><li>• Vowels represent different sounds in closed versus open syllables</li></ul>	
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Reading: Word recognition, Fluency & Vocabulary (WRFV)	Standards	Core Concepts	Key Terms
<b>LA.2.WRFV.2</b> <b>Scaled score</b> <ul style="list-style-type: none"><li>1570/smaller (RF)</li><li>1871-2020 (RF)</li></ul>	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.	<ul style="list-style-type: none"><li>Knowledge of spelling patterns can aid in the decoding of single and multisyllabic words, e.g. vowel consonant (VC), VCe (-ake), VCC (all, -ack), VVC (-eed, -ail)</li></ul>	<ul style="list-style-type: none"><li>Spelling patterns</li></ul>
<b>LA.2.WRFV.3</b> <b>Scaled score</b> <ul style="list-style-type: none"><li>1571-1721 (RF)</li></ul>	Decode (sound out) regular words with more than one syllable (dinosaur, vacations).	<ul style="list-style-type: none"><li>Words can be broken into parts (syllables) to decode manageable units.</li><li>Phonics and word analysis skills can be used to decode multisyllabic words, i.e. syllabication patterns and morphology (spelling patterns).</li></ul>	<ul style="list-style-type: none"><li>Syllable</li><li>Syllabication</li><li>Morphology</li></ul>
<b>LA.2.WRFV.4</b> <b>Scaled score</b> <ul style="list-style-type: none"><li>1721-1870 (RF)</li></ul>	Recognize common abbreviations (Jan., Fri.).	<ul style="list-style-type: none"><li>Common abbreviations include: days of the week, months of the year, titles (Mr., Mrs, Dr., etc.), measurements (ft., in., etc.), addresses and geographical terms (Rd., Ave., VA, etc.), times and dates (am, pm, etc.)</li></ul>	<ul style="list-style-type: none"><li>Abbreviations</li></ul>



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LA.2.WRFV.5	Identify and correctly use regular plural words (mountain/mountains) and irregular plural words (child/children, mouse/mice).	<ul style="list-style-type: none"><li>• Nouns can be classified as singular or plural. Plurals can be regular or irregular.</li><li>• Most singular nouns can be made plural by adding <i>es</i>, <i>s</i>, <i>ies</i>. These are regular plurals.</li><li>• Some words are made plural by creating a new word (child/children). These are irregular plurals.</li></ul>	<ul style="list-style-type: none"><li>• Nouns</li><li>• Plural</li><li>• Singular</li></ul>



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LA.2.WRFV.6	Read aloud fluently and accurately with appropriate changes in voice and expression.	<ul style="list-style-type: none"><li>• Reading with fluency and accuracy supports comprehension.</li><li>• Fluent reading includes: accuracy, appropriate rate, word stress, expression, phrasing, and pausing.</li><li>• Effective readers monitor their understanding of text by adjusting their strategies.</li><li>• Readers slow down to problem-solve words or complex language and then resume a normal pace.</li></ul>	<ul style="list-style-type: none"><li>• Fluency</li></ul>
LA.2.WRFV.7	Understand and explain common antonyms (words with opposite meanings) and synonyms (words with the same meanings).	<ul style="list-style-type: none"><li>• Understanding the relationship between words, such as words with opposite meaning and those with similar meanings, aids in reading comprehension.</li></ul>	<ul style="list-style-type: none"><li>• Antonyms</li><li>• Synonyms</li></ul>



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Reading: Word recognition, Fluency & Vocabulary (WRFV)	Standards	Core Concepts	Key Terms
<b>LA.2.WRFV.8</b> <i>Scaled score</i> <ul style="list-style-type: none"><li>1571-1720 (RF)</li></ul>	Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).	<ul style="list-style-type: none"><li>Compound words most often have frequently used component words, e.g. anytime, lunchbox, airport.</li><li>Understanding the meaning of the component words aids in knowing the meaning of the compound word.</li></ul>	<ul style="list-style-type: none"><li>Compound words</li><li>Component words</li></ul>



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<p><b>LA.2.WRFV.9</b> <i>Scaled score</i></p> <ul style="list-style-type: none"><li>• 1571-1720 (RF)</li><li>• 2021-2170 (RF)</li><li>• 2110/smaller</li></ul>	<p>Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).</p>	<ul style="list-style-type: none"><li>• Understanding word structure contributes to decoding and understanding of words.</li><li>• Readers should understand there are rules that govern the addition of prefixes and suffixes.</li><li>• Prefixes and suffixes have specific meanings and when added to root words can alter their meaning.</li><li>• Prefixes and suffixes have specific meanings and when added to root words can alter their meaning.</li><li>• Knowing the meaning of prefixes, suffixes, and root words helps in determining the meaning of words and contributes to overall comprehension.</li></ul>	<ul style="list-style-type: none"><li>• Word structure</li><li>• Prefix</li><li>• Suffix</li></ul>



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LA.2.WRFV.10	Identify simple multiple-meaning words (change, duck).	<ul style="list-style-type: none"><li>• Some words have multiple meanings.</li><li>• Readers need to understand that in some cases context will determine the meaning of a word.</li></ul>	<ul style="list-style-type: none"><li>• Homographs</li></ul>
LA.2.WRFV.11	Know and use common word families (such as -ale, -est, -ine, -ock, -ump) when reading unfamiliar words.	<ul style="list-style-type: none"><li>• Many words are related to one another by virtue of following the same spelling pattern, often referred to as word families or rimes.</li><li>• Understanding this and being familiar with word families aids in decoding.</li></ul>	<ul style="list-style-type: none"><li>• Word families</li><li>• Spelling patterns</li><li>• Rimes</li></ul>





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READING: Comprehension	Standards	Core Concepts	Key Terms
<b>LA.2.RC.1</b> <b>Scaled score</b> <ul style="list-style-type: none"><li>• 2171/larger (RF)</li></ul>	Use titles, tables of contents, and chapter headings to locate information in text.	<ul style="list-style-type: none"><li>• Texts, both informational and fiction, have specific features that aid in finding information within the text.</li></ul>	<ul style="list-style-type: none"><li>• Titles</li><li>• Table of contents</li><li>• Chapter headings</li></ul>
<b>LA.2.RC.2</b> <b>Scaled score</b> <ul style="list-style-type: none"><li>• 2110/smaller</li><li>• 2171/larger (RF)</li></ul>	State the purpose of reading.	<ul style="list-style-type: none"><li>• Readers should have a purpose for reading and that purpose will change according to the text.</li><li>• The purpose for reading will change the way the reader approaches the text.</li></ul>	<ul style="list-style-type: none"><li>• Reader purpose</li></ul>
<b>LA.2.RC.3</b> <b>Scaled score</b> <ul style="list-style-type: none"><li>• 2171/larger (RF)</li></ul>	Use knowledge of the author's purpose(s) to comprehend informational text.	<ul style="list-style-type: none"><li>• Understanding an author's purpose for writing informational text aids in comprehension.</li></ul>	<ul style="list-style-type: none"><li>• Informational text</li></ul>



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READING: Comprehension	Standards	Core Concepts	Key Terms
<b>LA.2.RC.4</b> <b>Scaled score</b> <ul style="list-style-type: none"><li>• 2110/smaller</li><li>• 2171/larger (RF)</li></ul>	Ask and respond to questions to aid comprehension about important elements of informational texts.	<ul style="list-style-type: none"><li>• In addition to facts and information, nonfiction informational texts contain elements that aid in comprehension.</li><li>• Elements could be but are not limited to: illustrations, diagrams, graphs, italics, headings, maps, etc.</li><li>• Questioning is a reading strategy that sets a purpose for reading and supports a reader's comprehension before, during, and after reading.</li><li>• Asking and answering questions referring back to the text is a reading strategy is used for comprehension.</li></ul>	<ul style="list-style-type: none"><li>• Informational text</li><li>• Illustrations</li><li>• Diagrams</li><li>• Graphs</li><li>• Italics</li><li>• Headings</li><li>• Maps</li></ul>
<b>LA.2.RC.5</b> <b>Scaled score</b> <ul style="list-style-type: none"><li>• 2171/larger (RF)</li></ul>	Restate facts and details in the text to clarify and organize ideas.	<ul style="list-style-type: none"><li>• Retelling and/or restating facts and details in an organized fashion demonstrates comprehension.</li></ul>	<ul style="list-style-type: none"><li>• Facts</li><li>• Details</li></ul>



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READING: Comprehension	Standards	Core Concepts	Key Terms
<p><b>LA.2.RC.6</b> <i>Scaled score</i></p> <ul style="list-style-type: none"> <li>• 1871-2020(RF)</li> <li>• 2111-2180</li> <li>• 2171/larger (RF)</li> </ul>	<p>Recognize cause-and-effect relationships in a text.</p>	<ul style="list-style-type: none"> <li>• Cause-and-effect is a structure writers use in fiction and nonfiction writing. Identifying cause-and-effect relationships within text demonstrates and understanding of progression of the plot.</li> </ul>	<ul style="list-style-type: none"> <li>• Cause-and-effect</li> </ul>
<p><b>LA.2.RC.7</b> <i>Scaled score</i></p> <ul style="list-style-type: none"> <li>• 1871-2020(RF)</li> </ul>	<p>Interpret information from diagrams, charts, and graphs.</p>	<ul style="list-style-type: none"> <li>• Diagrams, charts and graphs provide the reader deeper understanding of nonfiction texts.</li> <li>• Explaining how diagrams, charts and graphs contribute to and clarifies the text demonstrates comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Diagrams</li> <li>• Charts</li> <li>• Graphs</li> </ul>
<p>LA.2.RC.8</p>	<p>Follow two-step written instructions.</p>		



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READING: Comprehension	Standards	Core Concepts	Key Terms
<b>LA.2.RC.9</b> <i>Scaled score</i> <ul style="list-style-type: none"><li>• 1721-1870 (RF)</li><li>• 2171/larger (RF)</li></ul>	Use context (the meaning of the surrounding text) to understand word and sentence meanings.	<ul style="list-style-type: none"><li>• The meaning of surrounding text can help identify the meaning of unknown words in a sentence.</li></ul>	<ul style="list-style-type: none"><li>• Context</li></ul>
<b>LA.2.RC.10</b> <i>Scaled score</i> <ul style="list-style-type: none"><li>• 2110/smaller</li><li>• 2020-2170(RF)</li><li>• 2111-2180</li><li>• 2171/larger (RF)</li></ul>	Draw conclusions or confirm predictions about what will happen next in a text by identifying key words and signal words that alert the reader to a sequence of events, (such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when) or cause and effect (such as because, since, therefore, so).	<ul style="list-style-type: none"><li>• Anticipating what will follow while reading a text is a strategic action for processing and comprehension.</li><li>• Authors use key words and signal words to alert the reader to sequence and cause-and-effect.</li></ul>	<ul style="list-style-type: none"><li>• Draw conclusions</li><li>• Predictions</li><li>• Signal words</li><li>• Sequence</li><li>• Cause-and-effect</li></ul>



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READING: Literacy Response and Analysis (LRA)	Standards	Core Concepts	Key Terms
<b>LA.2.LRA.1</b> <i>Scaled score</i> <ul style="list-style-type: none"> <li>• 2171/larger (RF)</li> </ul>	Compare plots, settings, or characters presented by different authors.	<ul style="list-style-type: none"> <li>• Different authors develop the plot, setting, and characters of their stories in different ways.</li> <li>• Identifying those differences and comparing them gives the reader an idea of both the writer’s craft and how author voice is developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Setting</li> <li>• Characters</li> <li>• Comparison</li> </ul>
LA.2.LRA.2	Create different endings to stories and identify the reason and the impact of the different ending.	<ul style="list-style-type: none"> <li>• Describe the overall structure of a story understanding that each part has specific purpose, especially that the ending concludes the story.</li> <li>• Endings evolve naturally from the story problem and solution.</li> <li>• Authors can articulate why a particular ending was written.</li> </ul>	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Solution/conclusion</li> </ul>
LA.2.LRA.3	Compare versions of same stories from different cultures.	<ul style="list-style-type: none"> <li>• Themes from various stories cross cultures and time.</li> <li>• Recognizing and comparing these themes deepens understanding of one’s own and other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Themes</li> <li>• Cultural impact</li> </ul>

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READING: Literacy Response and Analysis (LRA)	Standards	Core Concepts	Key Terms
LA.2.LRA.4	Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry.	<ul style="list-style-type: none"><li>• Poets use a variety of literary features when writing poetry.</li><li>• Identifying how these features are used in a given poem aids in understanding, appreciating and reciting the poem.</li></ul>	<ul style="list-style-type: none"><li>• Rhythm</li><li>• Rhyme</li><li>• Alliteration</li></ul>
<b>LA.2.LRA.5</b> <i>Scaled score</i> <ul style="list-style-type: none"><li>• 1871-2020(RF)</li><li>• 2021-2170(RF)</li><li>• 2111-2180</li></ul>	Confirm predictions about what will happen next in a story	<ul style="list-style-type: none"><li>• Readers constantly make and confirm or disconfirm predictions.</li><li>• These predictions add to the understanding and enjoyment of a text.</li></ul>	<ul style="list-style-type: none"><li>• Predictions</li></ul>
<b>LA.2.LRA.6</b> <i>Scaled score</i> <ul style="list-style-type: none"><li>• 2021-2170(RF)</li></ul>	Recognize the difference between fantasy and reality.	<ul style="list-style-type: none"><li>• Readers use their prior knowledge as well as personal experiences and knowledge to interpret texts.</li><li>• Fantasy requires that readers understand imaginary worlds. Identifying the difference between reality and fiction promotes comprehension.</li></ul>	<ul style="list-style-type: none"><li>• Fantasy</li><li>• Reality</li></ul>



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<b>READING: Literacy Response and Analysis (LRA)</b>	<b>Standards</b>	<b>Core Concepts</b>	<b>Key Terms</b>
<b>LA.2.LRA.7</b> <i>Scaled score</i> <ul style="list-style-type: none"><li>• 2111-2180</li><li>• 2171/larger (RF)</li></ul>	Identify the meaning or lesson of a story.	<ul style="list-style-type: none"><li>• Some stories are intended to teach a lesson or explain a greater meaning.</li><li>• These lessons may be clearly articulated or revealed in less explicit ways.</li></ul>	<ul style="list-style-type: none"><li>• Meaning</li><li>• Lesson</li><li>• Moral</li></ul>



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Writing: Writing Process (WP)	Standards	Core Concepts	Key Terms
LA.2.WP.1	Create a list of ideas of writing.	<ul style="list-style-type: none"><li>• Writing should be focused on a pre-determined, student selected topic.</li><li>• Students can brainstorm lists of possible topics which will be used as a reference for writing topics.</li></ul>	
LA.2.WP.2	Organize related ideas together to maintain a consistent focus.	<ul style="list-style-type: none"><li>• Cohesion in a written piece is achieved by careful organization of related ideas.</li></ul>	<ul style="list-style-type: none"><li>• Cohesion</li></ul>
LA.2.WP.3	Find ideas for writing stories and descriptions in pictures or books.	<ul style="list-style-type: none"><li>• Writers seek writing ideas from multiple sources including environmental, print, and digital sources.</li></ul>	
LA.2.WP.4	Understand the purposes of various reference materials (such as a dictionary, thesaurus, and atlas).	<ul style="list-style-type: none"><li>• Writers use reference materials to assist in spelling, word choice, and content development and elaboration.</li></ul>	<ul style="list-style-type: none"><li>• Reference materials</li><li>• Dictionary</li><li>• Thesaurus</li><li>• Atlas</li></ul>
LA.2.WP.5	Use a computer to draft, revise and publish writing.	<ul style="list-style-type: none"><li>• Technology is a tool writers can use throughout the writing process produce and publish writing and to interact and collaborate with others.</li></ul>	





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Writing: Writing Process (WP)	Standards	Core Concepts	Key Terms
LA.2.WP.6	Review, evaluate, and revise writing for meaning and clarity.	<ul style="list-style-type: none"> <li>• Writers write for a number of reasons including to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, and to plan.</li> <li>• Writers undertake the revision process to insure that the purpose is met and in order to make writing stronger and clearer to readers.</li> <li>• Revision involves reviewing and evaluating writing for clarity of content, proper spelling, and appropriate use of conventions (punctuation, capitalization, sentence structure, etc.).</li> <li>• Writers make adjustments to their writing (making corrections, adding words/information, deleting words/information, changing text, reorganizing content) as needed to improve focus, flow and clarity and based on their own evaluation of writing and/or feedback provided by peer editors and teachers.</li> <li>• Editors often use an editing checklist or list of rules to insure a complete evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Editing</li> <li>• Reviewing</li> <li>• Proofread</li> </ul>
LA.2.WP.7	Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.		
LA.2.WP.8	Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.		

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<b>WRITING: Writing Applications (WA)</b>	<b>Standards</b>	<b>Core Concepts</b>	<b>Key Terms</b>
LA.2.WA.1	Write brief narratives (stories) based on their experiences that move through a logical sequence of events and describe the setting, characters, objects, and events in detail.	<ul style="list-style-type: none"><li>• Narratives describe a real or imagined experience or event using effective story telling technique, well-chosen details and well-structured event sequence.</li><li>• Narratives have a central focus with a beginning, middle and end.</li><li>• Students choose descriptive words to use within their writing that show their thinking, relate their feelings and describe actions.</li><li>• Students develop plot by identifying events in a logical order and within a clearly articulated context.</li></ul>	<ul style="list-style-type: none"><li>• Narrative</li><li>• Plot</li><li>• Setting</li><li>• Characters</li></ul>



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WRITING: Writing Applications (WA)	Standards	Core Concepts	Key Terms
LA.2.WA.2	Write a brief description of a familiar object, person, place, or event that develops a main idea and uses details to support the main idea	<ul style="list-style-type: none"><li>• Writing informative text requires that students examine and convey ideas and information clearly and accurately through careful word choice and effective selection and organization of content.</li><li>• This includes writing a topic sentence, organization of information (including effective use of transitional words), use of facts, definitions and details, and a concluding statement.</li></ul>	<ul style="list-style-type: none"><li>• Description</li></ul>
LA.2.WA.3	Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.	<ul style="list-style-type: none"><li>• Friendly written communication can be used for different purpose such as to give information, to invite or, to give thanks.</li><li>• A friendly letter is more formal than an email, note or a card.</li></ul>	<ul style="list-style-type: none"><li>• Written correspondence</li><li>• Friendly letter</li></ul>
LA.2.WA.4	Write rhymes and simple poems.		
LA.2.WA.5	Use descriptive words when writing.		
LA.2.WA.6	Write for different purposes and to a specific audience or person.	<ul style="list-style-type: none"><li>• Writers have a particular purpose when writing and an intended audience. The development, organization and style are appropriate to task, purpose and audience.</li></ul>	<ul style="list-style-type: none"><li>• Writer purpose</li><li>• Audience</li></ul>

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<b>WRITING: Writing Applications (WA)</b>	<b>Standards</b>	<b>Core Concepts</b>	<b>Key Terms</b>
LA.2.WA.7	Write responses to literature that: * demonstrate an understanding of what is read. * support statements with evidence from the text.	<ul style="list-style-type: none"><li>• In order to respond to literature, the student must read closely to determine what the text says explicitly.</li><li>• Then they must clearly state their thoughts and opinions and supply the reasoning for their thinking.</li><li>• In doing so, students need to understand how their reasoning supports their opinion, identify information within the text and from prior knowledge to support their viewpoint, and share this thinking.</li><li>• Students build their response by linking their ideas together.</li></ul>	<ul style="list-style-type: none"><li>• Reader response</li><li>• Text support</li></ul>



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<b>WRITING: Writing Applications (WA)</b>	<b>Standards</b>	<b>Core Concepts</b>	<b>Key Terms</b>
LA.2.WA.8	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: * uses a variety of resources (books, technology, pictures, charts, table of contents, diagrams) and documents sources (titles and authors). * organizes information by categorizing it into single categories (such as size or color) or includes information gained by observation.	<ul style="list-style-type: none"><li>• A research report is the culmination and final product of a process of exploring a topic in greater detail by developing a research question that helps bring focus to the topic, researching the topic, thinking critically about the information, evaluating sources, organizing, and composing.</li><li>• A research project involves surveying a field of knowledge using primary and secondary sources, both print and digital, in order to find the best possible information in that field.</li><li>• Researchers build upon what they already know about the subject and make a deliberate attempt to find out what experts know. A completed research project should present the researchers own thinking backed up by others' ideas and information.</li></ul>	<ul style="list-style-type: none"><li>• Research</li><li>• Sources</li></ul>



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WRITING: English Language Conventions (ELC)	Standards	Core Concepts	Key Terms
LA.2.ELC.1	Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	<ul style="list-style-type: none"> <li>In addition to planning, writers use skills and strategies for revising, editing, and rewriting.</li> <li>Knowledge of and ability to use basic conventions of the English language (spelling, punctuation, grammar, etc.) support a writer's ability to create a clear and understandable piece and supports the revision process.</li> </ul>	
LA.2.ELC.2	Distinguish between complete (When Tom hit the ball, he was proud) and incomplete sentences (When Tom hit the ball).		<ul style="list-style-type: none"> <li>Complete sentence</li> </ul>
LA.2.ELC.3	Use the correct word order in written sentences.		
LA.2.ELC.4	Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make statements).		<ul style="list-style-type: none"> <li>Parts of speech</li> </ul>
LA.2.ELC.5	Use commas in the greeting (Dear Sam,) and closure of a letter (Love, or Your friend,) and with dates (March 22, 2005) and items in a series (Tony, Steve, and Bill).		<ul style="list-style-type: none"> <li>Commas</li> </ul>



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LA.2.ELC.6	Use quotation marks correctly to show that someone is speaking.		<ul style="list-style-type: none"><li>• Quotation marks</li></ul>
LA.2.ELC.7	Capitalize all proper nouns (names of specific people or things, such as Mike, Maryland, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials of people.		<ul style="list-style-type: none"><li>• Capitalization</li></ul>
LA.2.ELC.8	Spell correctly words like was, were, says, said, who, what, why, which are used frequently but do not fit common spelling patterns.		
LA.2.ELC.9	Spell correctly words with short and long vowel sounds, r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st);		<ul style="list-style-type: none"><li>• Long and short vowel</li><li>• R-controlled vowels</li><li>• Consonant blends</li></ul>



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Listening and Speaking (LS)	Standards	Core Concepts	Key Terms
LA.2.LS.1	Determine the purpose of listening (such as to obtain information, to solve problems, or to enjoy).	<ul style="list-style-type: none"> <li>Students prepare for and participate in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their ideas clearly and persuasively.</li> <li>Students engage in behaviors (turn and talk, small group discussion, story-telling, explanations) that leads to the verbal expression of ideas.</li> <li>Students share the roles of participant, leader and observer students engage in collaborative conversations (book talks, literature circles, buddy reading).</li> <li>Attentive listeners integrate and evaluate information being conveyed in various formats (speakers, read-alouds, videos, other media, etc.) with the intent to understand and are able to ask and answer appropriate questions when they do not understand in order to clarify or gain more information.</li> </ul>	
LA.2.LS.2	Ask for clarification and explanation of stories and ideas.		
LA.2.LS.3	Paraphrase (restate in own words) information that has been shared orally by others.		<ul style="list-style-type: none"> <li>Paraphrase</li> </ul>
LA.2.LS.4	Give and follow three- and four-step oral directives.		
LA.2.LS.5	Organize presentations to maintain a clear focus.		
LA.2.LS.6	Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).		<ul style="list-style-type: none"> <li>Enunciation</li> <li>Pacing</li> </ul>
LA.2.LS.7	Tell experiences in a logical order.		
LA.2.LS.8	Retell stories, including characters, setting and plot.		
LA.2.LS.9	Report on a topic with supportive facts and details.		





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LA.2.LS.10	Recount experiences or present stories that: move through a logical sequence; describe story elements including characters, plot, and setting	<ul style="list-style-type: none"><li>• Speakers present information such that listeners can follow the line of reasoning.</li><li>• Speakers choose their words strategically in order to convey clear meaning.</li></ul>	
LA.2.LS.11	Report on a topic with facts and details, drawing from several sources of information.		
LA.2.LS.12	Use descriptive words when speaking about people, places, things, and events.		
LA.2.LS.13	Recite poems, rhymes, songs, and stories.		
LA.2.LS.14	Provide descriptions with careful attention to sensory details.		