

TEACHER GUIDANCE
FOR TRANSITION TO THE COMMON CORE
GEORGIA PERFORMANCE STANDARDS



GRADE TWO



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"Making Education Work for All Georgians"

Introduction

The purpose of this document is to provide concise and thorough guidance for teachers during the transition from the Georgia Performance Standards (GPS) to the new Common Core Georgia Performance Standards (CCGPS). The document is divided into two main sections: CCGPS Teacher Guidance by standard, and CCGPS/GPS Comparison and Transition. Contained within the CCGPS Teacher Guidance section are the skills, concepts, vocabulary, and strategies essential to each standard. The CCGPS Comparison and Transition section provides a side-by-side view of the original and the new standards to assist educators in identifying areas where instruction will remain unchanged and specific areas where skills or concepts have been added, moved, or where they may no longer exist within a particular grade. The information provided here will be vital to instructors and other stakeholders during the 2012-2013 implementation of the CCGPS and beyond.

About Grade Two

Second graders begin to read more with accuracy and fluency. Having a firmer grasp on phonics, second graders begin more complex word studies. They begin to read longer, more complex texts, including chapter books. They continue to read every day and have books read to them. Writing becomes more independent for second graders as they write in a variety of genres. Students become much more conscientious about editing and revising their work. Second graders begin to use more symbolic language such as concepts (courage, freedom, time, seasons) in their writing and verbal interactions. Conventions become a part of the everyday writing experience for second graders. They learn important parts of speech and how to manipulate language to suit their contexts. They expand sentences and learn new sentence structures and the punctuation that occurs with them. Their written and spoken language becomes much more complex. Second graders show evidence of a vastly expanding language repertoire, including the use of a variety of language registers. They engage in a variety of language and literary activities as they gain independence and mastery of reading, writing, speaking, and listening. While the Second Grade CCGPS make clear specific expectations for reading, writing, speaking, listening, and language, these standards need not be a separate focus for instruction. Often, several standards can be addressed by a single rich task.

Key to Contents



GUIDANCE

A step-by-step guide to teaching CCGPS, including skills, concepts, and strategies



Standards that did not previously appear in GPS or are new concepts



Additional material to assist in transitioning to the CCGPS



COMPARISON

A comparison of GPS and CCGPS rigor, texts, terminology, expectations, and tasks



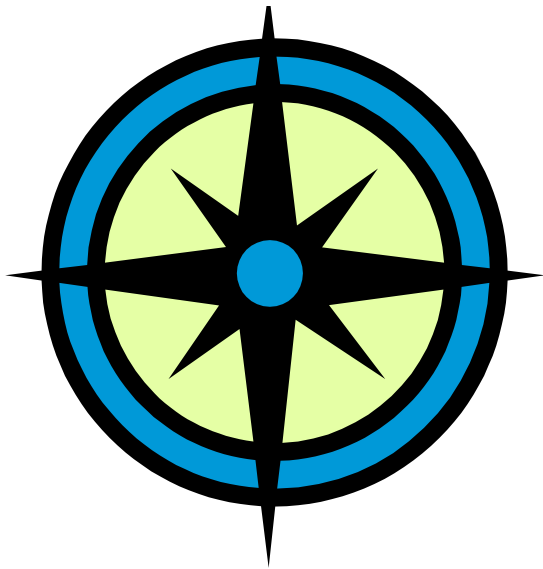
Standards that did not previously appear in GPS or are new concepts



Standards that previously appeared in GPS but do not appear in CCGPS



Additional material to assist in transitioning to the CCGPS



CCGPS TEACHER GUIDANCE:

*Skills, concepts, strategies, tasks,
and recommended vocabulary*

	Grade 2 CCGPS
	Reading Literary (RL)
	ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Skills/Concepts for Students:

- Generate questions before, during, and after reading
- Ask and answer who, what, where, when, and why questions about a text

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide opportunities for students to generate who, what, where, when, and why questions before, during, and after reading various text
- Engage students in questioning to identify key details
- Engage students in activities determining key details and events of a text (asking and answering who, what, where, when, and why questions from a text)

Sample Task for Integration:

The students will work in pairs as they read a text and ask and answer questions to help them identify and understand the key details in the text. Provide each pair of students with a set of *who, what, where, when, why, and how* word cards. Students will take turns pulling word cards from the stack and asking each other questions about the story using the words on the cards. After students have completed the task, they will write about their story demonstrating their understanding of the key details in the text.

Recommended Vocabulary for Teaching and Learning:

key details	main idea	character	text	title	narrator	title
illustrator	location/setting	fables	fairy tales	folktales	questions	

	Grade 2 CCGPS
	Reading Literary (RL)
	ELACC2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Skills/Concepts for Students:

- Retell stories read or heard to determine the central message, lesson, or moral
- Summarize text content
- Recognize the basic elements of a variety of genres (e.g., poetry, fables, folktales)
- Identify themes and lessons in folktales, tall tales, and fables

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Allow students to retell stories individually and in small and large groups for retelling
- Use story maps to retell the important events of a story in the correct logical sequence
- Engage in recognizing the basic elements of a story, (e.g., characters, setting, problem, and solution)
- Engage students in instruction that will help them determine the central message, lesson, or moral of a story
- Discuss with students the basic elements of a variety of genres (e.g., poetry, fables, folktales)

Sample Task for Integration:

The teacher will provide various books to the students with the same title from different cultures (e.g., Cinderella books). Each group will have only one book to read. After the students read the book, they will participate in creating a self-written drama presentation recounting their version of Cinderella. The teacher will remind the students to focus on the moral, lesson, or central message of the story.

Recommended Vocabulary for Teaching and Learning:

fables	folktales	diverse cultures	central message	lesson
key details	recount/retell	moral		

	Grade 2 CCGPS
	Reading Literacy (RL)
	ELACC2RL3: Describe how characters in a story respond to major events and challenges.

Skills/Concepts for Students:

- Make judgments and inferences about characters and supports them with evidence from the text
- Describe how characters respond to major events and challenges

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model for students how to identify major events and challenges of characters in a story through the use of read-alouds
- Use graphic organizers to identify major events and challenges of characters in the story

Sample Task for Integration:

The teacher will read aloud a book to the class. While reading, the teacher will stop at various points in the story to discuss the characters and events taking place in the story. Once the completion of the book has taken place, students will assist the teacher in completing a graphic organizer focusing on characters and events in the story. Students will use the graphic organizer to write a few sentences about the story. Students may work in pairs or groups to select a text to read. Following the reading of the text, students may engage in conversations about how the characters in the text responded to major events and challenges.

Recommended Vocabulary for Teaching and Learning:

describe	character	events	challenges	respond
sequence	key details	cause	effect	

	Grade 2 CCGPS
	Reading Literary (RL)
	ELACC2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Skills/Concepts for Students:

- Identify rhyme and rhythm, repetition, and sensory images in poems
- Describe how words and phrases provide rhythm and meaning to a story, poem, or song

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Read to and allow students to read words and phrases from stories, poems, and songs with regular beats, alliteration, rhymes, and repeated lines
- Help students to understand how word choices can affect the meaning of the story

Sample Task for Integration:

The teacher will select a book filled with rhymes and read it aloud to the students. Once the book has been read, the teacher will draw the attention of the students to the rhyming words. The teacher will lead the students in creating a list of rhyming words from the book. Once the list has been created, students will produce their own rhythm for the rhyming words from the story. Students may share their rhythm in a performance presented to the class. After the groups share, the class will tell how the words provided meaning to the story.

Recommended Vocabulary for Teaching and Learning:

rhythm	regular beats	alliteration	rhymes	repeated lines
story	song	poem	phrases	meaning

	Grade 2 CCGPS
	Reading Literary (RL)
	ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Skills/Concepts for Students:

- Identify and describe the parts of a story (beginning, series of events, ending)
- Describe how the beginning introduces the story and the ending concludes the story
- Use graphic organizers to discuss the structure of a story (e.g., cause/ effect, sequencing, compare/contrast, problem/solution)

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL5 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide opportunities during read-aloud time for students to discover beginning, middle, and end of a story
- Engage the students in using a story graphic organizer to help understand the structure of a story
- Model using sequencing words when discussing with students the different parts of a story

Sample Task for Integration:

The teacher will read a variety of stories while charting the events on storyboards. Students will be provided opportunities to retell the stories and will be encouraged to use sequencing words (first, so, then, next, after that, finally). Afterwards, students will use the storyboards to guide the creation of their original stories which must include the use of sequencing words.

Recommended Vocabulary for Teaching and Learning:

describe	story structure	concludes	action	sequence
beginning	introduces	series of events		

	Grade 2 CCGPS
	Reading Literary (RL)
	ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Skills/Concepts for Students:

- Recognize the differences in the points of view of characters in a story
- Identify who is telling the story at various points
- Recognize the difference between first-and third-person narration.
- Emphasize each characters' point of view in a story by speaking in a difference voice for each character

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL6 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model a think-aloud during read-aloud time, focusing attention on the different points of view of characters
- Teach students how to recognize the differences between first-and third-person narration (e.g., *I*, *we*, -first person, *she*, *he*, *they* –third person)
- Provide opportunities for students to read aloud poems or to tell stories in which they will change their voices to emphasize a characters' point of view

Sample Task for Integration:

The teacher will read aloud a literary text that has more than one character telling the story (e.g., *Two Bad Ants* by Chris Van Allsburg). Students will listen for the pronouns *I*, *we*, *she*, *he*, and *they* in the story to determine who is speaking and the character's point of view. As the story is being read, pause and ask students questions about the points of view of the characters. Have students to reread the story aloud in small groups and encourage them to speak in a different voice for each character. Students may also complete a writing activity describing the characters in the story and their points of view.

Recommended Vocabulary for Teaching and Learning:

point of view	storytelling	storyteller	first-and-third person	narrator
characters				

	Grade 2 CCGPS
	Reading Literary (RL)
	ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Skills/Concepts for Students:

- Interpret information from illustrations, diagrams, charts, graphs, and graphic organizers
- Recognize plot, setting, and character within text, and compares and contrasts these elements among texts
- Describe how text features and illustrations help to understand characters, setting, and plot
- Retell a story using facts and details from the story

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL7 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Lead the class in a discussion about how illustrations aid in understanding a text
- Model using descriptive details to recount a story, place special emphasis on speaking audibly, and using correct sentence structure

Sample Task for Integration:

Provide students with opportunities to discuss characters, setting, or plot by reading a variety of literary texts. Students can work in groups using the same text. As students are reading, encourage them to use the illustrations and words printed in the text to help them with the understanding of the characters, setting, or plot. One group of students may complete a picture walk through the book looking at the illustrations and discussing with others what they think is going on in the story based on the illustrations. Another group of students may read the same text. Both groups can compare their information and understanding of the story based on the information they gained from the illustrations and words in the text.

Recommended Vocabulary for Teaching and Learning:

illustrations	story details	events	characters	setting
plot	diagrams	charts	graphs	

	Grade 2 CCGPS
	Reading Literary (RL)
	ELACC2RL8: (Not applicable to literature) ELACC2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Skills/Concepts for Students:

- Recognize plot, setting, and character within text, and compares and contrasts these elements among texts
- Recognize the basic elements of a variety of genres

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Guide students in discussions to compare and contrast two or more versions of the same story (e.g., Cinderella, Three Little Pigs)
- Make available to students several versions of the same story by different authors or from different cultures to read independently or in groups
- Demonstrate the use of graphic organizers to compare and contrast two or more versions of the same story by different authors or from different cultures

Sample Task for Integration:

The students will read independently *The Three Little Pigs* by James Marshall and *The Three Little Javelinas* by Susan Lowell. The students will work independently to complete a Venn Diagram comparing the two versions of the story. After all students have completed the Venn Diagram, students will share with a partner.

Recommended Vocabulary for Teaching and Learning:

compare	contrast	differences	similarities	cultures
stories	authors	stories	fairytale	nursery rhymes

	Grade 2 CCGPS
	Reading Literary (RL)
	ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Skills/Concepts for Students:

- Read a variety of self-selected and assigned literary texts of appropriate complexity
- Read with appropriate pacing, intonation, accuracy and expression
- Use self-correction when subsequent reading indicates an earlier misreading within grade-level text

Instructional Strategies for Teachers:

- Provide opportunities for students to choose texts of appropriate complexity (see Common Core appendix B)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Allow students to read independently, with partners, and in groups
- Provide scaffolding of difficult text as needed
- Encourage students to share what they have read

Sample Task for Integration:

Provide students with opportunities to engage in reading books in their text complexity band. The students will work independently with the teacher on comprehension strategies as well as with partners and groups. Students should keep a reading log of books that they have read over the year.

Recommended Vocabulary for Teaching and Learning:

understand	purpose	storybooks	poetry	fairytale
fantasy	poetry	nursery rhymes		

	Grade 2 CCGPS
	Reading Informational (RI)
	ELACC2RI1: Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.

Skills/Concepts for Students:

- Generate questions before, during, and after reading
- Ask and answer who, what, where, when, why, and how questions to demonstrate an understanding of key details in a text
- Set a purpose for reading and identify the type of text
- Recall and discuss what is understood from the information in the text

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model for students how to conduct a picture-walk through the book before reading in order to generate questions about the book
- Provide opportunities for students to engage in conversations to retell details in the text
- Model for students asking and answering who, what, when, where, why, and how questions
- Model and guide students to describe what is directly stated in the text
- Guide students to respond orally and in writing by answering who, what, when, where, why, and how questions in relation to informational text

Sample Task for Integration:

Students will read a self-selected informational text independently or with a partner to generate questions before, during, and after reading. Students will respond orally or in writing to answer who, what, when, where, why, and how questions about key details in the text to demonstrate their understanding of the text. The students will share their information in the form of a poster.

Recommended Vocabulary for Teaching and Learning

key details	questions	who	what	where
why	when	how	predictions	connections
answers				

	Grade 2 CCGPS
	Reading Informational (RI)
	ELACC2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Skills/Concepts for Students:

- Identify and infer main idea and supporting details
- Identify important facts in a multi-paragraph text
- Identify the focus of specific paragraphs

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model finding the main topic in single and multi-paragraph text
- Lead students in understanding how to connect details
- Provide opportunities for students to determine the topic of the text using read-alouds

Sample Task for Integration:

Read and reread to students several paragraphs from an informational text on a class topic demonstrating to them how to identify the main topic and the focus of other paragraphs within the texts. Allow students to work with others to select books and read several paragraphs from the text to identify the main topic of the text as well as the focus of other paragraphs from the text that support the main topic.

Recommended Vocabulary for Teaching and Learning:

paragraph main topic multi-paragraphs key details

	Grade 2 CCGPS
	Reading Informational (RI)
	ELACC2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Skills/Concepts for Students:

- Distinguish cause from effect in context
- Describe the connections between a series of events, ideas/concepts, or steps in text (historical, scientific, technical procedures)

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for 2RI3(see above)
- Engage students in opportunities to explain the connections between two or more historical events in a text
- Provide opportunities for students to explain the connections between two or more scientific concepts and ideas in a text
- Model for students how to explain steps in technical procedures
- Model the use of various graphic organizers for making connections

Sample Task for Integration:

Provide students with several opportunities to read a variety of informational texts that deals with a series of events, ideas/concepts, or steps in text (e.g., scientific ideas). For example, students can distinguish cause from effect as it relates to the changes in our surroundings caused by the weather. Students will draw pictures that correctly portray some of the changes that are weather-related in our surroundings.

Recommended Vocabulary for Teaching and Learning:

ideas concepts events procedure steps
historical events

	Grade 2 CCGPS
	Reading Informational (RI)
	ELACC2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

Skills/Concepts for Students:

- Read a variety of texts and uses new words in oral and written language
- Recognize grade appropriate words with multiple meanings
- Use dictionary, thesaurus, and glossary skills to determine and clarify word meanings
- Use prior knowledge and experiences to determine and clarify meaning of words and phrases in a text
- Determine the meaning of unknown words and phrases based on context
- Use word parts to determine the meaning of words (e.g., common root words, prefixes)

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Demonstrate the use of sentence level context to determine the meaning of words and phrases
- Model the use of various strategies to determine the meanings of words and phrases (e.g., common root words, prefixes, suffixes)
- Demonstrate and model using glossaries, and beginning dictionaries, print and digital to determine the meaning of unknown words and phrases

Sample Task for Integration:

Provide students with several copies of informational text relevant to a second grade topic or subject area. Pre-select a list of words unknown to the students. Allow the students to work together to read the text and determine the meaning of the unknown words using the various strategies for identifying unknown words. As students locate the meaning of the words, they will write sentences using the words. Students may share their work with the class.

Recommended Vocabulary for Teaching and Learning:

prefixes	dictionary	thesaurus	glossary	context
root words	word parts			

	Grade 2 CCGPS
	Reading Informational (RI)
	ELACC2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Skills/Concepts for Students:

- Identify text features and their purposes
- Use titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI5 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Explain the purpose of text features to students
- Provide students with several examples on identifying text features and their purposes (e.g., What is the purpose of the bold print in a text?)
- Allow students to identify text features in books that they read
- Provide opportunities for students to use text features to find information to answer questions about the text (e.g., What does this illustration tell us about the text?)

Sample Task for Integration:

The teacher will lead the students on a “Text Feature Scavenger hunt” using informational books about a second grade topic. The teacher will provide students with a list of text features. Students will work in groups to locate the various text features in their book. Students will write the page number(s) to show where they found a particular text feature in the book. This task can be done to preview a text.

Recommended Vocabulary for Teaching and Learning:

text features	captions	bold print	subheadings	glossary
electronic menus	icons	Indexes	chapter headings	photographs/illustrations
locate information	key facts			

	Grade 2 CCGPS
	Reading Informational (RI)
	ELACC2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Skills/Concepts for Students:

- Recognize the author's purpose in writing an informational text
- Identify and infer main idea and supporting details

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI6 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Expose students to a variety of informational text to help them understand the author's purpose
- Explain to students that authors of informational text write facts or provide information about something that is true
- Engage students in asking and answering questions to identify the author's purpose
- Lead the class to understand how words in the text help to explain what the author wants to answer, explain, or describe

Sample Task for Integration:

Students will read a variety of informational text on a second grade content area topic (e.g., science, social studies, health). Inform students that they will identify the main purpose of the text they selected to read. Students will write about their text. As students write, encourage them to include the author's purpose and facts from the text to support what the author wanted to answer, explain, or describe in the text.

Recommended Vocabulary for Teaching and Learning:

author's purpose	nonfiction	identify	explain	inferences
describe	main purpose	facts		

	Grade 2 CCGPS
	Reading Informational (RI)
	ELACC2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Skills/Concepts for Students:

- Explain how illustrations contribute and help explain the text
- Interpret information from illustrations, diagrams, charts, and graphic organizers
- Explain how the images and the text work together in helping to understand a text

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI7(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Guide students to be able to explain how the author uses specific images to clarify a text
- Provide opportunities for discussion about how the images contribute to the understanding of informational text
- Model how to identify commonalities between text and text features, and explain how they support each other
- Guide the students in a discussion about how specific images contribute and help clarify a text

Sample Task for Integration:

Read aloud sections from an informational text about a second grade topic to students. Before showing them the specific images used by the author, ask them to explain what they think the text was about. Provide ample modeling for the students, explaining to them that the images that go along with the text can provide them more information to help them understand the text. Continue to read the text, show the images, and have students explain how the images helped them to understand the text. Have students work with a partner using additional text on the same topic.

Recommended Vocabulary for Teaching and Learning:

images contribute clarify diagram graphic organizer

	Grade 2 CCGPS
	Reading Informational (RI)
	ELACC2RI8: Describe how reasons support specific points the author makes in a text.

Skills/Concepts for Students:

- Identify and infer main idea and supporting details.
- Recognize the author's purpose
- Identify facts that support a specific point the author makes in a text
- Explain how the reasons support specific points made by the author in a text
- Ask and answer questions about key details in a read-aloud or in orally presented text

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI8 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model through the use of a read-aloud how to locate reasons to support a point the author makes in a text, and restate these reasons in your own words
- Provide students with several opportunities to provide facts that will support specific points of the author in a text by referring directly to the text

Sample Task for Integration:

Have students participate in partner or group reading of a short informational text for the purpose of identifying and restating the reasons to support specific points the author has made in a text. Students will retell or write the reasons, giving specific examples from the text to support the author's point of view.

Recommended Vocabulary for Teaching and Learning:

describe point of view reasons author's purpose

	Grade 2 CCGPS
	Reading Informational (RI)
	ELACC2RI9: Compare and contrast the most important points presented by two texts on the same topic.

Skills/Concepts for Students:

- Make connections between two texts on the same topic
- Identify the important points in two texts on the same topic
- Compare and contrast the key points in two texts on the same topic

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI9 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Demonstrate the use of graphic organizers to help compare and contrast important points in two texts about the same topic
- Engage students in discussing a variety of text about the same topic to understand that authors may view the same topic in different ways

Sample Task for Integration:

Students will read two texts about the weather written by different authors. They should work to identify the most important points presented in each text. Students will work in pairs to create a graphic organizer to compare and contrast the most important points presented by two different texts. Using the information from the graphic organizer, the students will write about the important points. Encourage students to use illustrations in their writing.

Recommended Vocabulary for Teaching and Learning:

compare	contrast	topic	important points	main idea
details				

	Grade 2 CCGPS
	Reading Informational (RI)
	ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Skills/Concepts for Students:

- Self-select and read a variety of informational text
- Read and comprehend text of steadily increasing complexity
- Read with appropriate pacing, intonation, accuracy, and expression
- Use self-correction when subsequent reading indicates an earlier misreading within grade-level text
- Use a variety of strategies to gain meaning from grade-level text
- Keep a reading log of books read independently

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI10(see above)
- Provide opportunities for students to listen to and read a variety of grade 2 informational text
- Encourage students to write about what they have read
- Allow students to read in groups, independently, or with a partner
- Provide opportunities for students to talk about what they have read

Sample Task for Integration:

Provide opportunities for students to select and read a variety of informational text appropriate for the second grade text complexity band. Encourage students to keep a reading log of books that they have read independently. Students may share their readings by completing written and oral book reports.

Recommended Vocabulary for Teaching and Learning:

informational literary fiction nonfiction

	Grade 2 CCGPS
	Reading Foundational (RF)
	ELACC2RF1: Kindergarten and 1st grade only ELACC2RF2: Kindergarten and 1st grade only ELACC2RF3: 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.

Skills/Concepts for Students:

- Apply letter-sound knowledge to decode quickly and accurately
- Apply learned phonics skills when reading and writing words, sentences, and stories
- Distinguish between long and short vowel sounds when reading one-syllable words (can and cane)
- Read and spell words containing digraphs and diphthongs
- Read and spell words containing r-controlled vowels and silent letters

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Review vowel consonant patterns throughout the year as needed
- Provide opportunities for students to distinguish and read one-syllable words containing long and short vowels in text
- Provide ample practice in reading words containing digraphs and diphthongs
- Provide opportunities for students to read and spell one-syllable words and words containing r-controlled vowels and silent letters

Sample Task for Integration:

During small group reading, have students read a variety of text applying what they know about grade-level phonics to correctly decode and read regularly spelled one-syllable words with long and short vowels and two-syllable words with long vowels. Students should also be encouraged to correctly spell these words when writing.

Recommended Vocabulary for Teaching and Learning:

word analysis	long vowel	short vowel	two-syllable	phonics
decode	vowel teams	one-syllable	spelling-sound	

	Grade 2 CCGPS
	Reading Foundational (RF)
	ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. d. Decode words with common prefixes and suffixes.

Skills/Concepts for Students:

- Identify common prefixes and suffixes
- Read words with prefixes and suffixes
- Use spelling patterns to recognize words
- Apply learned phonics skills when reading and writing words, sentences, and stories
-

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Teach common prefixes and suffixes
- Explicitly teach students prefixes and suffixes during whole and small group instruction
- Use picture books such as *If you were a Suffix* and *If you were a Prefix* by Marcie Aboff when teaching prefixes and suffixes
- Provide opportunities for students to identify prefixes and suffixes during a read-aloud

Sample Task for Integration:

Have students look for prefixes and suffixes as they read a variety of texts. Students can keep a list of words they read that contained prefixes and suffixes in their journals to be used for writing activities. Have students underline the prefix and suffix in each word on their list. Students can also write sentences using some of the words from their list.

Vocabulary for Teaching and Learning:

prefix	suffix	base word	phonics	common
decode				

	Grade 2 CCGPS
	Reading Foundational (RF)
	ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. e. Identify words with inconsistent but common spelling-sound correspondences.

Skills/Concepts for Students:

- Read and spell words containing irregular vowel patterns
- Use spelling patterns to recognize words.

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Teach variations in words with common spelling patterns (e.g., cow, row, bow, mint, pint)
- Engage students in opportunities to use words with inconsistent spelling sound correspondences
- Create a word wall for words with irregular spellings

Sample Task for Integration:

When reading, students will apply their knowledge of vowel sounds to help them read words with inconsistent but common spelling sound correspondences, such as “ow” in cow and row. Students will also apply their knowledge of words families when reading words with inconsistent spelling-sound patterns

Vocabulary for Teaching and Learning:

spelling- sound correspondences	words	irregular	spelling patterns	inconsistent
common				

	Grade 2 CCGPS
	Reading Foundational (RF)
	ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. f. Recognize and read grade-appropriate irregularly spelled words.

Skills/Concepts for Students:

- Read and spell words containing irregular vowel patterns

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Teach strategies to visualize the word: using parts of the words you know to spell unknown words; using what you know about vowel patterns; etc.
- Engage students in opportunities to locate high frequency words within the classroom, a familiar text, and a new text
- Provide opportunities for students to engage in repetition activities with high frequency words
- Provide opportunities for students to engage in word games to read irregularly spelled words

Sample Task for Integration:

The teacher will use word cards during transition times. The teacher will show a card to the class and call on a student to read the word, identify the irregular vowel pattern, and think of a sentence using the word, and then say the sentence to the class. Create a word wall of irregularly spelled words for students to reference when writing.

Vocabulary for Teaching and Learning:

irregularly spelled words high frequency words irregular vowel patterns sight words

	Grade 2 CCGPS
	Reading Foundational (RF)
	ELACC2RF4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Skills/Concepts for Students:

- Apply a variety of strategies to read grade level text
- Read orally with speed, accuracy, and expression
- Apply letter-sound knowledge to decode quickly and accurately
- Automatically recognize additional high frequency and familiar words within texts
- Read familiar text with expression
- Use self-correction when subsequent reading indicates an earlier misreading within grade-level text
- Self-monitor comprehension and attempt to clarify meaning
- Self-monitor comprehension and reread when necessary
- Read with appropriate phrasing

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF4(see above)
- Model and demonstrate fluent reading using a variety of texts (e.g., Poetry, stories, informational books, plays)
- Guide groups and individuals in repeated oral reading with challenging and varied text on a regular basis
- Assess and monitor students' progress
- Provide opportunities for a variety of oral reading practices (e.g., Reader's Theater, Choral Reading, Echo Reading, etc.)
- Provide opportunities for students to work with a partner for timed reading and peer reading practice

Sample Task for Integration:

Provide groups of students with a variety of poems appropriate to their independent reading level and related to a second grade topic. Students will work together in groups to practice reading their poems with accuracy, appropriate rate, and expression. Once the students are familiar with the poems, they may read them to the class as a choral reading.

Recommended Vocabulary for Teaching and Learning:

orally	expression	accuracy	repeated reading	reader's theater	echo reading
radio reading	choral reading	tape-assisted reading	partner reading	purpose and understanding	
self correct	word recognition				

	Grade 2 CCGPS
	Writing (W)
	ELACC2W1: 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.

Skills/Concepts for Students:

- Capture a reader's interest by stating a clear position/opinion about a text
- Write a persuasive piece that states and supports an opinion
- Sustain a focus
- Include the appropriate purpose, expectations, and length for the audience and the genre
- Add supportive details throughout.
- Use appropriate formats (letter, list of pros and cons, advertisement)
- Provide a concluding statement or section
- Write text of a length appropriate to address a topic or book
- Use transition words and phrases

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Discuss several topics about which students may have an opinion (e.g., recess, lunch menu, favorite books, etc.)
- Demonstrate the use of linking words (e.g., because, and, also) to connect opinion and reasons
- Provide opportunities for students to write and support their opinion (belief) about a topic or book

Sample Task for Integration:

Lead the students in a discussion about the lunch menu and what they think should be served daily (e.g., pizza). Students may take turns supplying reasons to support their opinion of why pizza should or should not be served daily. Encourage students to use complete sentences as they state their reasons to the teacher, who will be making a list of all opinions. After the list is completed, the class will read the list. Students will work independently to create a piece of writing to convey their opinion of pizza being served everyday in the cafeteria. Encourage students to use linking words to connect their opinion and reason. Remind students that they must provide a concluding statement or section to their writing.

Recommended Vocabulary for Teaching and Learning:

opinion	topic	reasons	support	linking words
concluding statement	linking words	belief		

	Grade 2 CCGPS
	Writing (W)
	ELACC2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Skills/Concepts for Students:

- Write informative/ explanatory texts
- Sustain a focused topic
- Include the appropriate purpose, expectations, and length for the audience and genre
- Add facts and details to the writing
- Use organizational structures for conveying information (chronological order, similarities and differences, questions and answers)
- Use graphic features (charts, tables, graphs)
- Use a variety of resources (encyclopedia, Internet, books) to research and share information on a topic
- Provide a concluding statement or section

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Allow students to read independently informational/explanatory texts to discover how the author introduces the topic and uses facts and definitions to develop points about the text
- Discuss the organizational structures for conveying information (chronological order, similarities and differences, questions and answers)
- Discuss the various resources that may be used to research and share information on a topic

Sample Task for Integration:

Lead the class in a conversation about writing that provides information to the reader. Explain to them that they will be providing information on how to do something, such as how to get to the library, the playground, or to places in the community. Encourage the class to brainstorm a list of topics. Students will select a topic from the list about which to write. If applicable, the students will add graphic features to their writings. Allow students to read their writings to the class.

Recommended Vocabulary for Teaching and Learning:

informative text	explanatory text	topic	facts	definitions
concluding statement	focus	details	graphic features	chronological order
similarities	differences			

	Grade 2 CCGPS
	Writing (W)
	ELACC2W3: 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.

Skills/Concepts for Students:

- Capture a reader's interest by writing a personal story in first or third person
- Write fantasy/imaginary stories
- Include the appropriate purpose, expectations, and length for the audience and genre
- Develop characters and setting using sensory details (descriptive adjectives and strong verbs)
- Use organizational structures (beginning, middle, end, and sequence of events) and strategies (transitional words/phrases, time cue words)
- Develop characters through action and dialogue
- Provide a closing statement

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide students with several examples of narrative text to read and discuss, pointing out to them how the author uses descriptive adjectives and strong verbs to develop the characters and setting in the text
- Provide instruction on the use of transitional words and phrases

Sample Task for Integration:

Using a literary text that focuses on a character having to overcome a fear, (e.g., Mirette on the High Wire by Emily A. McCully) students will write about a time when they had to also overcome a fear. Students will recount the event by including details to describe their actions, thoughts, and feelings. Encourage students to express and reveal their feelings using descriptive adjectives and strong verbs. Students may provide illustrations.

Recommended Vocabulary for Teaching and Learning:

narrative	closure	sequence	temporal words	event order
actions	recount	feelings	details	

	Grade 2 CCGPS
	Writing (W)
	ELACC2W4: (Begins in grade 3) ELACC2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. a. May include prewriting.

Skills/Concepts for Students:

With guidance and support

- Write text of a length appropriate to address a topic and tell the story
- Pre-write to generate ideas orally
- Use planning ideas to produce a rough draft
- Reread writing to self and others, revise to add details, and edit to make corrections
- May include a revised and edited draft

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W5(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide ample modeling for students as they engage in writing activities (e.g., focusing on a topic, revising, editing)
- Allow students to write regularly in a variety of genres
- Have students work together to make suggestions to help strengthen their writing

Sample Task for Integration:

Ask students to choose a previous writing from their writing journal or writing portfolios and challenge them to strengthen the writing through the processes of revision and editing.

Recommended Vocabulary for Teaching and Learning:

revising editing focus topic prewriting
draft

	Grade 2 CCGPS
	Writing (W)
	ELACC2W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Skills/Concepts for Students:

With guidance and support

- Explore how to use a search engine to gather information about a topic; may be done with a small group as well as individually
- Practice and manage skills necessary to publish writing in an electronic format

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W6(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide guidance for basic computer usage (e.g., keyboarding skills, computer terminology)
- Model exploring all digital tools that are age-appropriate and available to use for publishing and distribution
- Guide students in collaboration with peers to create and publish
- View other students' work that has been created using digital tools

Sample Task for Integration:

Students will work collaboratively to create a digitally published work relating to a topic being studied. For this task, we will focus on a topic in social studies. Students will select a Georgia historical figure listed in the second grade social studies standards and describe how the everyday life of the chosen historical figure is/was similar and different from everyday life in the present. Students will include information about food, clothing, homes, transportation, and communication. Students will publish their work using the computer. The finished products will be shared with others.

Recommended Vocabulary for Teaching and Learning:

digital tools	collaboration	gather information	producing	publishing
Internet		(research)		

	Grade 2 CCGPS
	Writing (W)
	ELACC2W7: 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).

Skills/Concepts for Students:

- Work with others to complete shared research and writing projects about a topic
- Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W7(see above)
- Provide differentiated, small group instruction as needed
- Engage students in whole class, individual, and small group research projects
- Encourage students to choose projects on their own based on their interest
- Include research projects in content areas

Sample Task for Integration:

Students will work collaboratively to choose a topic relating to the theme or unit being explored in science or social studies. Working together, students will collaborate on the research and the presentation of the research.

Recommended Vocabulary for Teaching and Learning:

research project reports record

	Grade 2 CCGPS
	Writing (W)
	ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question. ELACC2W9: <i>(Begins in grade 4)</i> ELACC2W10: <i>(Begins in grade 3)</i>

Skills/Concepts for Students:

- Demonstrate understanding of the text and express and support an opinion
- Make connections: text-to-self, text-to-text, text-to-world using details from the reading selection
- Use a variety of resources (encyclopedia, Internet, books) to research and share information on a topic

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W8(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Engage students in opportunities to answer questions posed by the teacher
- Lead students to investigate and gather information
- Explore the possible answers to a question based on one's own experiences as well as from gathered information

Sample Task for Integration:

Provide students with a variety of sources to answer questions about a topic (e.g., How do plants grow?). Allow students to gather their information from own experiences as well as from the sources provided. Once the investigation is complete, students will write their answers to the questions, recalling information for what they read or from personal experiences with the topic. Information may be shared in the form of an oral report to the class.

Recommended Vocabulary for Teaching and Learning:

recall information sources gather information experiences

	Grade 2 CCGPS
	Speaking and Listening (SL)
	ELACC2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Skills/Concepts for Students:

- Participate appropriately in group discussions on a variety of topics
- Follow class rules for discussions
- Identify and define roles for participants in discussions
- Clarify or expand on a response when asked to do so; ask classmates for similar expansions
- Interpret information presented and seek clarification when needed
- Maintain a focus on topics or texts during discussions

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Allow students an opportunity to discuss and create rules for collaborative conversations
- Create a chart of class rules for discussions
- Engage students in discussions about the roles of participants in discussions
- Provide opportunities for students to respond to others through multiple exchanges while exhibiting polite behavior during a conversation

Sample Task for Integration:

Brainstorm ideas for an upcoming classroom event such as a class program for parents, field day, etc. Review class rules for discussions, reminding students to follow these rules as they make decisions about the event. Encourage students to build upon the conversations of others in the group and to ask questions to clarify something that they did not understand during the conversation.

Recommended Vocabulary for Teaching and Learning:

collaborative	listening	respectful	discussions	rules
linking	remarks	clarifications	explanation	conversations

	Grade 2 CCGPS
	Speaking and Listening (SL)
	ELACC2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media. ELACC2SL3: 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.

Skills/Concepts for Students:

- Recall information presented orally
- Describe key ideas or details from text read aloud or orally presented information
- Interpret information presented and seek clarification when needed
- Ask relevant questions
- Respond to questions with appropriate information
- Use language cues to indicate different levels of certainty (e.g., “What if. . .”; “Very likely. . .”; “I’m unsure whether. . .”)
- Follow the rules of behavior for members of an audience

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL2 and 3 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide opportunities for students to listen and identify key details from written texts read aloud
- Engage students in opportunities to have information presented in a variety of formats
- Encourage students to use various strategies for keeping track of information presented orally
- Model how to ask and answer questions for a variety of purposes (clarifying comprehension, gathering information, deepening understanding)

Sample Task for Integration:

Engage students in a variety of activities that will require them to retell or describe key ideas and details from written text read aloud or information presented orally to them by asking and answering questions about what they heard. For example, the media specialist may come and talk to the class about the upcoming book fair or about a guest speaker. Students will recount the details presented to them. They may also question the speaker in order to clarify or get more information. Provide time for students to write about the information presented.

Recommended Vocabulary for Teaching and Learning:

recount	key ideas	key details	orally	media
retell	speaker	understanding		

	Grade 2 CCGPS
	Speaking and Listening (SL)
	ELACC2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ELACC2SL5: 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. ELACC2SL6: 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 for specific expectations.)

Skills/Concepts for Students:

- Tell a story by presenting facts and relevant details
- Recount an experience with facts
- Speak clearly using coherent sentences
- Increase vocabulary to reflect a growing range of interests and knowledge
- Consistently produce complete sentences with correct subject/verb agreement

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4, 5, and 6(see above)
- Provide opportunities for students to create audio recordings using available technology
- Model appropriate storytelling techniques
- Provide opportunities for students to do oral presentations to tell stories or to recount experiences

Sample Task for Integration:

Provide students with multiple opportunities to read stories and recount experiences for the purpose of oral retelling in order to demonstrate mastery of the above skills and concepts. Students may create recordings of their stories and poems. Drawings and other visual displays may be added to clarify ideas, thoughts, and feelings about the information presented. For example, a poster could be created to provide more information about an experience such as a birthday party, recent vacation, etc. Encourage students to speak clearly using complete sentences that are appropriate to the task and situation when additional details are requested or clarification is needed.

Recommended Vocabulary for Teaching and Learning:

recount	facts	relevant	descriptive	audibly
coherent	details	story	experience	audio recordings
visual displays	ideas	thoughts	clarifications	feelings
sentences				

	Grade 2 CCGPS
	Language (L)
	ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).

Skills/Concepts for Students:

- Use nouns (singular, plural, and possessive) correctly
- Identify and use nouns – abstract, common, collective, plural, and possessive
- Recognize, read, and write words containing regular plurals, irregular plurals, and possessives
- Identify and use pronouns – personal, possessive, interrogative, demonstrative, reflexive, and indefinite

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Point out examples of collective nouns, irregular plural nouns, and reflexive pronouns in text
- Encourage students to use collective nouns, plural nouns, and reflexive pronouns correctly in their writing and speaking
- Provide students with opportunities to recognize collective nouns using picture cards found at http://bogglesworldesl.com/collective_nouns.htm
- Model the correct usage of reflexive pronouns in writing and speaking

Sample Task for Integration:

Provide students with ample instruction in the identification and correct usage of collective nouns, irregular plural nouns, and reflexive pronouns. Create charts that contain collective nouns, irregular plural nouns, and reflexive pronouns. Students will look for examples of these parts of speech in text that they are reading. As these items are found, students can create lists to be used in their writings.

Recommended Vocabulary for Teaching and Learning:

conventions
pronouns

grammar
reflective pronouns

usage
parts of speech

collective nouns
common nouns

irregular plural nouns

	Grade 2 CCGPS
	Language (L)
	ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).

Skills/Concepts for Students:

- Use and identify the past tense of irregular verbs
- Form the past tense of an irregular verb when given the present tense of the verb
- Demonstrate the correct use of past tense verbs in oral and written language
- Produce sentences using irregular verbs

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Create a chart with students of verbs showing different tenses
- Model using irregular verbs in speaking and in writing
- Provide opportunities for students to recognize irregular verbs in text and other formats
- Demonstrate correct use and incorrect use of irregular verbs

Sample Task for Integration:

Provide students with writing selections that need to be proofread (teacher-created). Students will go on a “Proofreading Hunt.” They will work in groups looking for errors that are associated with irregular verbs. Students will write down all the errors they find and correct the sentences. Students will then read the corrected passage to their group. If all agree the passage is now correct, students will work independently to write their own short story to include irregular verbs. The short stories will be proofread by a peer and an adult and added to the writing journal.

Recommended Vocabulary for Teaching and Learning:

parts of speech

verbs

irregular verbs

past tense

	Grade 2 CCGPS
	Language (L)
	ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

Skills/Concepts for Students:

- Identify and define adjectives and adverbs in text
- Identify the word being modified by the adjective or adverb
- Demonstrate between the correct use of adjectives and adverbs in oral and written language
- Strengthen writing by using adjectives and adverbs correctly in sentence expansion

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model how to distinguish between adjectives and adverbs
- Point out adjectives and adverbs when reading aloud to students
- Demonstrate the use of adjectives and adverbs to expand a sentence through model writing

Sample Task for Integration:

The teacher will read aloud a book to the class. Afterwards, the teacher will have sentences from the book printed on sentence strips. The students will use different colored markers to underline adjectives (green) and adverbs (purple). Afterwards, students will read a book independently and select three sentences where they have identified the adjectives and adverbs. Students will share their sentences with the class.

Recommended Vocabulary for Teaching and Learning:

adjectives adverbs modified parts of speech

	Grade 2 CCGPS
	Language (L)
	ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). g. Creates documents with legible handwriting

Skills/Concepts for Students:

- Use increasingly complex sentence structures
- Expand or reduce sentences (e.g., adding or deleting modifiers, combining or revising sentences).
- Distinguish between a complete sentence and an incomplete sentence
- Produce simple and compound sentences independently
- Combine two simple sentences into one compound sentence using a common conjunction (and, but, or)
- Invert the order of a compound sentence so that the last part is first and the first part is last, without changing the meaning of the sentence (e.g., I went shopping with my friend, and I watched a movie with my brother./ I watched a movie with my brother, and I went shopping with my friend./ I wanted to eat a hamburger for supper, but I was planning on having spaghetti./ I was planning on having spaghetti, but I wanted to eat a hamburger for supper.)
- Writes legibly

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model for students how to expand and rearrange sentences using learned parts of speech
- Encourage students to expand and rearrange simple and compound sentences during conversations
- Encourage students to use their best handwriting so others can read their work

Sample Task for Integration:

Read and display a paragraph with only simple sentences. Explain to the students how just having a paragraph with nothing but simple sentences will be viewed by the reader as a little boring. Lead the students in making suggestions to rearrange or expand the simple sentences to make them better. The teacher will help the students to make corrections to the paragraph. After the corrections have been made, students will be given an opportunity to draw slips of paper from a jar with complete simple and compound sentences written on them. Students will expand the sentences and share their new sentences with the class.

Recommended Vocabulary for Teaching and Learning:

produce	expand	rearrange	complete sentences	simple sentences
compound sentences	handwriting	legible	documents	

	Grade 2 CCGPS
	Language (L)
	ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.

Skills/Concepts for Students:

- Uses correct capitalization of initial words and common proper nouns (e.g., personal names, months)
- Use appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound)
- Identify common and proper nouns
- Capitalize holidays, product names, and geographic names in writing

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Engage students in activities that will provide opportunities to distinguish between common and proper nouns
- Discuss and model the appropriate use of capitalization by providing students with writing samples to examine for correct capitalization
- Utilize the features of maps to examine correct capitalization in geographic names
- Search magazines for advertisements; highlight the product name (capitalized) and any references to the common noun associated with the product name

Sample Task for Integration:

Following a writing activity on a selected topic, students will work in groups to examine the writings, checking for correct capitalizations of personal names, months, holidays, product names, geographic names, etc.

Recommended Vocabulary for Teaching and Learning:

geographic names capitalizations holiday product names proper nouns

	Grade 2 CCGPS
	Language (L)
	ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closings of letters.

Skills/Concepts for Students:

- Use appropriate comma placement in letter writing (e.g., date, salutation/greeting, closing, address).

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Read aloud to students examples from books which involve letter writing (e.g., *Sarah Plain and Tall*)
- Model correct letter writing techniques; write a class letter to the principal
- Guide students to understand there are different types of letters

Sample Task for Integration:

Read aloud a literary text to the class. Following the reading and discussion of the text, have students to select and write a short letter to a character from the story. Confer with students to review their letters, looking for correct capitalization and punctuation. Students may read their letters to the class.

Recommended Vocabulary for Teaching and Learning:

letters
punctuation

greetings
correspondence

closings

comma(s)

capitalization

	Grade 2 CCGPS
	Language (L)
	ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use an apostrophe to form contractions and frequently occurring possessives.

Skills/Concepts for Students:

- Identify and use contractions correctly
- Identify and use an apostrophe to form contractions
- Use possessive nouns correctly (singular and plural)

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Engage students in opportunities to hear and see apostrophes used in contractions and possessives through literature (e.g., *Alfie the Apostrophe* by Moira Rose)
- Provide examples of correct and incorrect models of using apostrophes
- Challenge students to revise sentences and use apostrophes when possible (e.g., *This computer belongs to Todd*. Students would write: *This is Todd's computer*).
- Provide opportunities for students to use an apostrophe (e.g., creating digital comic strips)
- Convey to students that singular verbs do not need apostrophes [e.g., Jack runs track. (correct)/ Jack run's track. (Incorrect)]

Sample Task for Integration:

Provide students with magazines, newspapers, electronic newsletters, etc., to locate words which have an apostrophe. Students will cut out the words containing apostrophes and identify whether the words are contractions or possessives. On a large sheet of paper, the students will write the word apostrophe in the middle of the paper. On the left hand side they will write contractions and on the right hand side, they will write the word possessives. Students will make a collage by cutting out and combining the words they found. Students will select several words and make sentences using the words correctly. Students will keep their collage with their writing journal for future use.

Recommended Vocabulary for Teaching and Learning:

apostrophe

contractions

possessives

	Grade 2 CCGPS
	Language (L)
	ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).

Skills/Concepts for Students:

- Use common rules of spelling when writing
- Use spelling patterns to recognize words

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model the use of spelling patterns during whole and small group writing activities
- Encourage students to use learned spelling patterns and other language conventions as they write independently or in literacy centers

Sample Task for Integration:

Allow students an opportunity to participate in a “making words activity” where they can understand how letters can be rearranged, added, or removed to make new words. Students will focus on letter sequence and recognize spelling patterns in words. After students have participated in the making words activities, they will record the words on their recording sheet and will use these words during whole class and independent writing activities.

Recommended Vocabulary for Teaching and Learning:

spelling patterns spelling rules

	Grade 2 CCGPS
	Language (L)
	ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Skills/Concepts for Students:

- Uses dictionary, thesaurus, and glossary skills to determine word meanings and to check and correct spellings
- Uses the dictionary and thesaurus to support word choices when writing

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide instruction on how to use various reference materials
- Have dictionaries and other reference materials available to students at all times during writing activities
- Provide opportunities for students to see multiple types of reference materials (different dictionaries)
- Model how to read the definition of a word with multiple meanings and different parts of speech

Sample Task for Integration:

Provide students with paragraphs (created by the teacher) to check for spelling. Paragraphs should have multiple misspelled words. Students will use reference materials to discover how to correct the incorrect words. Once the words have been corrected, students will create their own paragraph using some of the correctly spelled words. Students will work in pairs to check their paragraphs for any misspelled words using the provided references.

Recommended Vocabulary for Teaching and Learning:

reference material dictionaries spelling

	Grade 2 CCGPS
	Language (L)
	ELACC2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.

Skills/Concepts for Students:

- Recognize and tell the difference between formal and informal English
- Identify appropriate times to use formal and informal English
- Adjust use of formal and informal English for purpose, audience, and environment
- Experiment reading text in which a character uses informal English; compare the qualities revealed about the character as a result of this language use

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L3(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide examples of formal English and informal English found in literary and informational text
- Model writing using formal and informal English
- Model the use of formal and informal English during conversations

Sample Task for Integration:

Students will read excerpts from Keena Ford and the Second Grade Mix-up by Melissa Thompson. (You can actually “read” a few pages of the book from the online version posted at Amazon.com). This second grade chapter book is written in the first person viewpoint and exemplifies informal English. Students will also need to read excerpts from a formal text, which may be chosen by the teacher. The students will work with a partner to compare and contrast how the language differs in both texts. The students will share their findings with the class.

Recommended Vocabulary for Teaching and Learning:

compare formal English informal English knowledge conventions/rules

	Grade 2 CCGPS
	Reading Literacy (RL)
	ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.

Skills/Concepts for Students:

- Use sentence clues to determine the meaning of an unknown word or phrase
- Recognize grade appropriate words and their meaning
- Use prior knowledge to help determine the meaning of an unknown word or phrase
- Participate in discussions about words and word meanings

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model using steps to help determine or clarify the meaning of a word or phrase
 - First read the sentence and underline the unknown word
 - Think about what is happening in the sentence
 - Find other words to help explain the meaning of the unknown word
- Guide students in using prior knowledge to help determine or clarify the meaning of word or phrase in a sentence
- Provide opportunities to discuss words and meanings, daily as they are encountered in texts, and conversation

Sample Task for Integration:

Create sentences using several unknown words and phrases. Students will read the sentence and use sentence-level context to help determine the meaning of the words and phrases.

Recommended Vocabulary for Teaching and Learning:

multiple meaning words phrases context sentence-level clue

	Grade 2 CCGPS
	Language (L)
	ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).

Skills/Concepts for Students:

- Increase vocabulary to reflect a growing range of interests and knowledge
- Identify prefixes and their meanings
- Use word parts to determine meanings

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Lead the students in adding learned prefixes to known words to form and determine the meaning of new words
- Provide opportunities for discussion about root words
- Engage students in discussions about how the meaning of a word can change when a prefix is added

Sample Task for Integration:

Lead the class in a word game designed to help them determine the meaning of a new word using their knowledge of prefixes and root words. The teacher will write a word on the board or display on a preprinted card--- for example, the word “happy.” Provide students with dictionaries if needed to define the given word. Once the students have correctly defined the word, add a prefix to the word--- for example, **un**, which means “not,” can be added to **happy** to form the word **unhappy**. Students will then define the new word. Continue this activity using several different words.

Recommended Vocabulary for Teaching and Learning:

prefix

word parts

meaning

known/unknown

	Grade 2 CCGPS
	Language (L)
	ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

Skills/Concepts for Students:

- Use word parts to determine meanings
- Identify and define the root words in unknown words
- Identify common suffixes and their meanings
- Use knowledge of known root words to determine the meaning of another word with the same root

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide multiple opportunities for students to use root words
- Model reading aloud and using a root word to help determine the meaning of an unknown word with the same root
- Model how to break a word apart to find the meaning of the unknown word with the same root

Sample Task for Integration:

The teacher will have cards with various root words printed. The students will be in groups and once the teacher shows the card to the students, the groups will try to determine the meaning of the word. Students may refer to a list of previously taught root words for assistance. Students will read independently and make a list of root words used in their reading. Students will begin to use root words from the card, list, and words discovered in reading when they writing.

Recommended Vocabulary for Teaching and Learning:

root word meaning word parts

	Grade 2 CCGPS
	Language (L)
	ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

Skills/Concepts for Students:

- Use knowledge of the meaning of individual words to determine the meaning of compound words
- Read compound word in grade appropriate text

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Point out compound words in read-aloud text
- Guide students in determining the meaning of compound words by using their knowledge of the individual words within the compound word

Sample Task for Integration:

Provide students with a list of compound words. Students will work in groups to determine the meaning of the compound words. Once the students have determined the meaning of the words, they can write a story using the words. Encourage students to use dictionaries if needed to determine the meaning of the words. Students can add illustrations to their writings.

Recommended Vocabulary for Teaching and Learning:

predict compound words word meaning individual words knowledge
definition

	Grade 2 CCGPS
	Language (L)
	ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Skills/Concepts for Students:

- Use dictionary and glossary skills to determine word meanings
- Use the dictionary to support word choices
-

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Teach basic dictionary skills
- Demonstrate how to use both print and digital glossaries and beginning dictionaries to clarify or determine the meaning of words and phrases
- Provide opportunities for students to practice using glossaries and beginning dictionaries
- Model reading and coming to a word and referring to a glossary or dictionary to determine the meaning of the word

Sample Task for Integration:

Make sure students are able to identify the two letters that come before and after any given letter of the alphabet before using a dictionary. Students will partner to read a text based on a unit or theme being studied. As students read the text, instruct them to use their dictionary to determine or clarify the meaning of any unknown and multiple meaning words in the text. Students should keep a list of these words to use as they are writing a response to their text.

Recommended Vocabulary for Teaching and Learning:

glossary	dictionary	print and digital form	unknown words	multiple-meaning words
definition				

	Grade 2 CCGPS
	Language (L)
	ELACC2L5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that <i>are spicy or juicy</i>).

Skills/Concepts for Students:

- Use prior knowledge to make connections to words and their meaning
- Make connections between texts and/or personal experiences
- Use new words learned in stories and text

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Use read-alouds to identify real-life connections between words and their use
- Provide students with opportunities to read text and identify real-life connections to events that occurred in the text
- Guide students to use background knowledge to make connections to words

Sample Task for Integration:

The teacher will model making real-life connections between previously taught vocabulary words (e.g., friendly and helpful) and their use during a shared writing experience. Lead students in a conversation about their connections with the words *friendly* and *helpful*. Remind students about the class rules for discussions. After the class conversations, students will write to describe people who are *friendly* or *helpful*. Class writings may be compiled into a class book to be published and shared with others.

Recommended Vocabulary for Teaching and Learning:

word relationships real-life connections word meanings

	Grade 2 CCGPS
	Language (L)
	ELACC2L5: Demonstrate understanding of word relationships and nuances in word meanings. b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).

Skills/Concepts for Students:

- Recognize and apply the appropriate usage of synonyms
- Recognize shades of meaning among closely related verbs and adjectives
- Make connections between learned words and new vocabulary

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Choose text to read to students that contains closely related verbs and adjectives
- Provide opportunities for students to read text and identify closely related verbs and adjectives
- Guide students in finding the word in a series that does not belong (e.g., toss, throw, hurl, run)
- Use analogies in the classroom (easy is to hard as cold is to hot)
- Provide opportunities to use synonyms
- Provide students opportunities to engage in using electronic resources like an electronic thesaurus

Sample Task for Integration:

Select a specific vocabulary word from a text being read from a unit or theme---for example, the word “rocks” from a science unit. Guide the students in creating a list of words closely related to the selected word (e.g., gravel, sand, pebble, etc.) and arranging them in a way to demonstrate their understanding of each word’s meaning. Guide the students in a discussion about the slight differences among the words (shades of meaning). Students may create writings using the words.

Recommended Vocabulary for Teaching and Learning:

word relationships verb adjectives synonyms

	Grade 2 CCGPS
	Language (L)
	ELACC2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

Skills/Concepts for Students:

- Use increasingly complex language patterns and sentence structure when communicating
- Learn and use new words and phrases that have been introduced in conversations, reading, being read to, and responding to texts
- Use adjectives and adverbs to describe people, places, and things

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide students with various exposures to text read aloud by the teacher or using electronic methods
- Use a variety of strategies to build their vocabulary
- Model examples of using newly acquired vocabulary in conversations
- Encourage the use of adjectives and adverbs in oral language when describing people, places, or things
- Keep a vocabulary journal

Sample Task for Integration:

Encourage students to independently use the words and phrases they have acquired through conversations, reading, being read to, and responding to text as they communicate orally and in writing. Have students refer to their vocabulary journals, class word walls, etc., for word choices when writing.

Recommended Vocabulary for Teaching and Learning:

adjectives	adverbs	antonym	conjunctions	context
definition	homonym	Idioms	Inflections	knowledge
multiple meanings	nouns	parts of speech	phrase	prefix
pronouns	root words	suffix	verbs	

GPS	TRANSITIONAL GUIDANCE	CCGPS
<u>PHONICS/WORD IDENTIFICATION</u> ELA2R1 The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words. The student - Reads words containing blends, digraphs, and diphthongs. - Recognizes, reads, and writes words containing regular plurals, irregular plurals, and possessives. - Reads compound words and contractions in grade appropriate texts. - Reads and spells words containing r-controlled vowels and silent letters. - Reads and spells words containing irregular vowel patterns. - Reads multisyllabic words. - Applies learned phonics skills when reading and writing words, sentences, and stories.	CCGPS includes a strand referenced “RF” for Reading Foundational. Within GPS, all foundational skills, comprehension, vocabulary, etc., were included in the Reading domain. CCGPS provides a more succinct division between the skills of comprehension, separating the standards into two divisions---one for “RL,” Reading Literary and another for “RI” Reading Informational. Transitional guidance will be provided below to correspond to areas of red in either GPS on the LEFT or CCGPS on the RIGHT.  ELACC2RF3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. This has moved from 1st grade GPS to 2nd grade CCGPS.  ELACC2RF3d. Decode words with common prefixes and suffixes. This is new for 2nd grade. Previously, GPS did not reference prefixes and suffixes until 3rd grade; however, in 3rd grade GPS, the language of the standard/element was very rigorous , and students had to already have strong knowledge of common prefixes and suffixes in order to infer meanings of unknown vocabulary words. Here, students are know the sounds	<u>PHONICS AND WORD RECOGNITION</u> ELACC2RF3: 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. - Know spelling-sound correspondences for additional common vowel teams. - Decode regularly spelled two-syllable words with long vowels.  d. Decode words with common prefixes and suffixes. - Identify words with inconsistent but common spelling-sound correspondences.

	these common prefixes and suffixes have in order to decode the words.	
<u>FLUENCY</u> ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student a. Applies letter-sound knowledge to decode quickly and accurately. b. Automatically recognizes additional high frequency and familiar words within texts. c. Reads familiar text with expression.  d. Reads second-grade texts at a target rate of 90 words correct per minute. e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.	 ELA2Rd. Reads second-grade texts at a target rate of 90 words correct per minute. CCGPS does not specify words per minute; however, it is acceptable to use the target rate specified in GPS of 90 wpm.	<u>FLUENCY</u> ELACC2RF4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>VOCABULARY</u> ELA2R3 The student acquires and uses grade-level words to communicate effectively. The student a. Reads a variety of texts and uses new words in oral and written language. b. Recognizes grade appropriate words with multiple meanings. c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms. d. Determines the meaning of unknown words on the basis of context.	First of all, it is important to note that even though vocabulary has shifted from the reading domain in GPS to the language strand in CCGPS, all of the skills associated with language in CCGPS connect strategies for vocabulary directly to 2nd grade reading content.  ELACC2L4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). As stated earlier, specific references to the language of prefix did not appear until 3rd grade GPS; therefore, this is	<u>VOCABULARY</u> ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).  d. Use knowledge of the meaning of individual words to predict the meaning of

	new for 2nd grade CCGPS.  ELACC2L4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). This is new for 2nd grade. Using root words was first in GPS in 3rd grade.  ELACC2L4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). This is new for 2nd grade CCGPS, but it will not be unfamiliar to rising 2nd graders. GPS placed reading compound words in 1st grade. The guidance here is that not only will the students be reading the words, they will also be predicting definitions based on the meanings of the individual words within each compound word. ELACC2L4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. This is not new for 2nd grade. GPS placed these skills in the	compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
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	domain of reading comprehension instead of vocabulary. GPS also stated that 2 nd graders would use thesauruses. It is recommended that the use of thesauruses continue even though it is not stated in CCGPS.	
<u>COMPREHENSION</u> ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student a. Reads a variety of texts for information and pleasure. b. Makes predictions from text content. c. Generates questions before, during, and after reading. d. Recalls explicit facts and infers implicit facts. e. Summarizes text content. f. Distinguishes fact from fiction in a text. g. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers. h. Makes connections between texts and/or personal experiences. i. Identifies and infers main idea and supporting details. j. Self-monitors comprehension and attempts to clarify meaning. k. Identifies and infers cause-and-effect relationships. l. Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts. m. Recognizes the basic elements of a variety of genres (e.g., poetry, fables, folktales). n. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text. o. Recognizes the author's purpose. p. Uses word parts to determine meanings. q. Uses dictionary, thesaurus, and glossary skills to	There are organizational differences with GPS and CCGPS in the category of reading comprehension. GPS does not separate informational reading elements from literary reading elements. Instead, all elements associated with mastery of comprehension fall under reading standard number 4 in GPS. CCGPS has two distinct divisions for reading---a set of standards exclusive for literary text and another set for informational text. These standards are further divided into four sections: 1.) Key ideas and details; 2.) Craft and structure; 3.) Integration of knowledge and ideas; and 4.) Range of reading and level of text complexity. Guidance for CCGPS will encompass certain elements within GPS.  ELACC2RL2: Recount stories, including fables and folktales from diverse cultures,	<u>LITERARY & INFORMATIONAL READING</u> <u>KEY IDEAS AND DETAILS</u> ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ELACC2RI1: Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.  ELACC2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. ELACC2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  ELACC2RL3: Describe how characters in a story respond to major events and challenges.  ELACC2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <u>CRAFT AND STRUCTURE</u>

determine word meanings.	and determine their central message, lesson, or moral. Determining the central message, lesson, or moral for fables and folktales has moved from 4th grade GPS (4R1h) to 2nd grade GPS. This is new for 2nd grade and will also need to be taught in 3rd grade during year one implementation.  ELACC2RL3: Describe how characters in a story respond to major events and challenges. Guidance: In CCGPS, there is a strong focus on the elements of fiction within literary text; thus, the character is emphasized in 2nd grade CCGPS. Previously, this emphasis likely occurred in 3rd grade GPS, ELA3R3f.  ELACC2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Because most 2nd graders have the same teacher for all subjects, reading the science textbook, social studies/history textbook, and appropriate technical manuals (how to do something, how to build something, how to play a video	 ELACC2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. ELACC2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area. ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  ELACC2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ELACC2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <u>INTEGRATION OF KNOWLEDGE AND IDEAS</u> ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. ELACC2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
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	game, etc.) should be a part of the student's daily tasks. In learning the differences among these informational texts as compared to literary texts, the students will become more adept at understanding the information presented within these different texts. Please note that some of the elements within GPS reading standard 4 are evident in the mastery of ELACC2RI3: ELA2Rd,e,f,g,n,o.  ELACC2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. While 2nd grade GPS mentions poetry, this is a new standard for 2nd grade CCGPS. Much of what is in the standard previously appeared for the first time in 4th grade GPS. It will also be necessary to teach this standard to 3rd graders during year one implementation.  ELACC2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Fifty percent of all reading	ELACC2RL8: NA ELACC2RI8: Describe how reasons support specific points the author makes in a text. ELACC2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  ELACC2RI9: Compare and contrast the most important points presented by two texts on the same topic. <u>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</u>  ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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	standards in ELA CCGPS require the use of informational text. Use the text features explicit in standard 5 to guide instruction of how to read and understand science, history/social studies, and technical texts.  ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. Identifying the points of view of characters is introduced quite well in 2nd grade CCGPS. By allowing students to use different voices to represent the different characters speaking in a text, they become accustomed to the changing points of view represented by these characters. For those students ready for the challenge, you may choose to introduce them to first-person, second-person, and third-person points of view.  ELACC2RI9: Compare and contrast the most important points presented by two texts on the same topic. 2nd grade GPS referenced a comparison among literary	
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texts. Since this standard references informational text, it is important to note that informational comparisons are not in 2nd grade GPS. Guidance for this standard is to challenge students to read different accounts of the same event being studied in history/social studies and compare the viewpoints of the different authors.



ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.



ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Guidance here is very specific. Notice that students are to read and comprehend both literary texts and informational texts at the high end of the 2nd grade text complexity band. According to the new Lexile stretch bands

	for text complexity, the range for 2nd and 3rd graders is 450-790. (For reference only, the old stretch band was 450-725.) As one can easily see, the increase is not steep for this particular band. It is recommended that 2nd graders begin at the beginning of the band (450L) and progress to around a 600 Lexile level. This is approximately half-way to the end of the total stretch band.	
<u>WRITING</u> ELA2W1 The student begins to demonstrate competency in the writing process. The student - Writes text of a length appropriate to address a topic and tell the story. - Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions). - Uses transition words and phrases. - Begins to create graphic features (charts, tables, graphs). - Begins to use appropriate formatting conventions for letter writing (e.g., date, salutation, body, closing). - Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion. - Begins to write a persuasive piece that states and supports an opinion. - Pre-writes to generate ideas orally. - Uses planning ideas to produce a rough draft. - Rereads writing to self and others, revises to add details, and edits to make corrections. - Creates documents with legible handwriting. - Consistently writes in complete sentences with correct subject/verb agreement.	2nd grade GPS originally was written with only one standard for writing. In 2008, the W2 writing standard was added. It is important to note that both W1 and W2 have some of the same elements regarding purposes for writing. CCGPS writing does not include any elements for writing. Guidance for transition recommends referencing the elements of ELA2W2 for individual writing purposes. It is also pertinent to note that there are a few differences in the terminology used to reference the purposes of writing. For example, informational writing in GPS is informative/ explanatory writing in CCGPS. Another critical factor to note regarding the W1 writing standard in GPS is that all of the conventions elements are also included here. Second	<u>WRITING</u> ELACC2W1: 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. ELACC2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ELACC2W3: 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. ELACC2W4: Does not begin until 3rd grade. ELACC2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. May include prewriting.

m. Uses nouns (singular, plural, and possessive) correctly. n. Uses singular possessive pronouns. o. Uses singular and plural personal pronouns. p. Uses increasingly complex sentence structure. q. Uses common rules of spelling. r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound). s. Begins to use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade-appropriate abbreviations. t. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic. u. Recognizes appropriate uses of quotation marks. v. Uses the dictionary and thesaurus to support word choices. ELA2W2 The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature. The student produces a narrative that: a. Captures a reader's interest by writing a personal story in first or third person consistently. b. Begins to write fantasy/imaginary stories. c. Begins to sustain a focus. d. Includes the appropriate purpose, expectations, and length for the audience and genre. e. Develops characters and setting using sensory details (descriptive adjectives and strong verbs). f. Uses organizational structures (beginning, middle, end, and sequence of events) and strategies (transitional words/phrases, time cue words). g. Begins to develop characters through action and dialogue. h. Develops a sense of closure.	grade GPS does not have a conventions standard. The specific elements in ELA2W1 not referenced here with writing will be referenced during the language strand alignment of CCGPS. Of further note is that much of the elements of GPS are expressly stated as elements of reading as well as writing in CCGPS. Guidance for ELACC2W1: Purpose: to write opinion pieces. Elements from GPS which support this standard: 2W1c. uses transition words and phrases. 2W1f. Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion. (Note that CCGPS does not include a "Response to Literature" strand; however, through opinion writing and narrative writing as well as research, students are continuing to respond to literature. This connection is also strongly linked to the Reading Literary standards.) ELA2W1g. Begins to write a persuasive piece that states and supports an opinion. ELA2W2 The student produces a persuasive piece of writing that: a. Captures a reader's interest	ELACC2W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ELACC2W7: 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). ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.
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i. May include pre-writing. j. May include a revised and edited draft. k. May be published. The student produces informational writing that: a. Captures a reader's interest. b. Begins to sustain a focused topic. c. Includes the appropriate purpose, expectations, and length for the audience and genre. d. Adds facts and details. e. Uses organizational structures for conveying information (chronological order, similarities and differences, questions and answers). f. Uses graphic features (charts, tables, graphs). g. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic. h. Develops a sense of closure. i. May include pre-writing. j. May include a draft that is revised and edited. k. May be published. The student produces a persuasive piece of writing that: a. Captures a reader's interest by stating a clear position/opinion. b. Begins to sustain a focus. c. Includes the appropriate purpose, expectations, and length for audience and the genre. d. Adds supportive details throughout. e. Uses appropriate formats (letter, list of pros and cons, advertisement). f. Develops a sense of closure. g. May include pre-writing. h. May include a revised and edited draft. i. May be published. The student produces a response to literature that: a. Captures a reader's interest by stating an opinion	by stating a clear position/opinion. b. Begins to sustain a focus. c. Includes the appropriate purpose, expectations, and length for audience and the genre. d. Adds supportive details throughout. e. Uses appropriate formats (letter, list of pros and cons, advertisement). f. Develops a sense of closure. g. May include pre-writing. h. May include a revised and edited draft. i. May be published. Guidance for ELACC2W2: Purpose: to write informational/ explanatory pieces. Elements from GPS which support this standard: ELA2W1: a. Writes text of a length appropriate to address a topic and tell the story. ELA2W2 The student produces informational writing that: a. Captures a reader's interest. b. Begins to sustain a focused topic. c. Includes the appropriate purpose, expectations, and length for the audience and genre. d. Adds facts and details. e. Uses organizational structures for conveying	
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about a text. b. Demonstrates understanding of the text and expresses and supports an opinion. c. Makes connections: text-to-self, text-to-text, text-to-world using details from the reading selection. d. Uses organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text). e. Develops a sense of closure. f. May include pre-writing. g. May include a draft that is revised and edited. h. May be published.	information (chronological order, similarities and differences, questions and answers). f. Uses graphic features (charts, tables, graphs). g. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic. h. Develops a sense of closure. i. May include pre-writing. j. May include a draft that is revised and edited. k. May be published. Guidance for ELACC2W3: Purpose: to narrative pieces. Elements from GPS which support this standard: ELA2W2 The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature. The student produces a narrative that: a. Captures a reader's interest by writing a personal story in first or third person consistently. b. Begins to write fantasy/imaginary stories. c. Begins to sustain a focus. d. Includes the appropriate purpose, expectations, and length for the audience and genre. e. Develops characters and setting using sensory details	
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	(descriptive adjectives and strong verbs). f. Uses organizational structures (beginning, middle, end, and sequence of events) and strategies (transitional words/phrases, time cue words). g. Begins to develop characters through action and dialogue. h. Develops a sense of closure. i. May include pre-writing. j. May include a revised and edited draft. k. May be published.	
<u>LISTENING, SPEAKING, & VIEWING</u> ELA2LSV1 The student uses oral and visual strategies to communicate. The student a. Interprets information presented and seeks clarification when needed. b. Begins to use oral language for different purposes: to inform, to persuade, and to entertain. c. Uses increasingly complex language patterns and sentence structure when communicating. d. Listens to and views a variety of media to acquire information. e. Increases vocabulary to reflect a growing range of interests and knowledge.	CCGPS outlines the strand of speaking and listening much more in-depth as compared to GPS. Guidance suggests focusing exclusively on the CCGPS and allowing and ensuring a strong correlation across all strands.	<u>SPEAKING & LISTENING</u> ELACC2SL1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. ELACC2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media. ELACC2SL3: 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. ELACC2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ELACC2SL5: 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. ELACC2SL6: 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 for specific expectations.)
<u>There is not a conventions standard or a language standard in GPS. All references to conventions are found in the writing domain and are referenced below:</u> ELA2W1 The student begins to demonstrate competency in the writing process. The student e. Begins to use appropriate formatting conventions for letter writing (e.g., date, salutation, body, closing). k. Creates documents with legible handwriting. l. Consistently writes in complete sentences with correct subject/verb agreement. m. Uses nouns (singular, plural, and possessive) correctly. n. Uses singular possessive pronouns. o. Uses singular and plural personal pronouns. p. Uses increasingly complex sentence structure. q. Uses common rules of spelling. r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory;	The greatest content shift between GPS and CCGPS occurs in the area of conventions or language.  ELACC2L1a. Use collective nouns (e.g., group). Collective nouns first appear in GPS in 6th grade. Guidance recommends a focus on this standard in 3rd, 4th, 5th, and 6th as well during the implementation year.  ELACC2L1c. Use reflexive pronouns (e.g., myself, ourselves). Reflexive pronouns first appear in GPS in 6th grade. Guidance recommends a focus on this standard in 3rd, 4th, 5th, and 6th as well during the implementation year.	<u>LANGUAGE</u> ELACC2L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  a. Use collective nouns (e.g., group).  c. Use reflexive pronouns (e.g., myself, ourselves).  d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  e. Use adjectives and adverbs, and choose between them depending on what is to be

simple and compound). s. Begins to use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade-appropriate abbreviations. t. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.  u. Recognizes appropriate uses of quotation marks. (This element has moved to 3rd grade CCGPS.) v. Uses the dictionary and thesaurus to support word choices.	 ELACC2L1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Extensive work with verb tenses is in 4th and 5th grade GPS. During year one implementation, it is recommended that this skill be taught in 2nd, 3rd, and 4th grades.  ELACC2L1e. Use adjectives and adverbs, and choose between them depending on what is to be modified. Although there are some references in 2nd grade GPS to using descriptive words when writing (adjectives), the skill of choosing between the correct modifier is not taught until 5th grade GPS. It is recommended that this element be included in 2nd, 3rd, 4th, and 5th grades during implementation year one.  ELACC2L2a. Capitalize holidays, product names, and geographic names. GPS does reference correct capitalization, but it is vague in what the focus should be beyond the first word in a sentence. CCGPS provides specific guidance.	modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). g. Creates documents with legible handwriting. ELACC2L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters.  c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  ELACC2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.  ELACC2L5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely
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	 ELACC2L2c. Use an apostrophe to form contractions and frequently occurring possessives. The skill of using apostrophes correctly in GPS is implied in the use of possessive nouns as well as contractions. GPS embeds contraction use within the reading of contractions; however, a student must also understand the written use of contractions. This is evident in CCGPS.  ELACC2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. This is new to 2nd grade. It moved from 3rd grade GPS down to 2nd grade CCGPS.  ELACC2L5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>). This is new for 2nd	related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).  ELACC2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
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	grade. “Shades of meaning” is new language within Common Core. Simply stated, it refers to words that are practically synonymous but slightly different due to slight differences in the words’ connotations.  ELACC2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). This is new for 2nd grade. Explicit use of adjectives and adverbs did not occur until 4th grade. It is recommended that this standard continue for 3rd and 4th grade during transition year one.  u. Recognizes appropriate uses of quotation marks. (This element has moved to 3rd grade CCGPS, although it remains perfectly acceptable to continue a focus on how quotation marks are used in dialogue.)	
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AT-A-GLANCE GUIDE FOR TRANSITIONAL STANDARDS FOR SECOND GRADE

These standards are new to 2nd grade. Several of them are aligned to GPS standards in other grades and are representative of the increased rigor of the CCGPS. See the strategies in the first section of this document to assist in creating strategies for delivering these skills in 2nd grade.

STANDARDS NEW TO SECOND GRADE	RATIONALE
ELACC2RF3: 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.	This has moved from 1 st grade GPS to 2 nd grade CCGPS.
ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. d. Decode words with common prefixes and suffixes.	This is new for 2 nd grade. Previously, GPS did not reference prefixes and suffixes until 3 rd grade; however, in 3 rd grade GPS, the language of the standard/element was very rigorous, and students had to already have strong knowledge of common prefixes and suffixes in order to infer meanings of unknown vocabulary words. Here, the students know the sounds these common prefixes and suffixes have in order to decode the words.
ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).	As stated earlier, specific references to the language of prefix did not appear until 3 rd grade GPS; therefore, this is new for 2 nd grade CCGPS.
ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>).	This is new for 2 nd grade. Using root words was first in GPS in 3 rd grade
ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).	This is new for 2 nd grade CCGPS, but it will not be unfamiliar to rising 2 nd graders. GPS placed reading compound words in 1 st grade. The guidance here is that not only will the students be reading the words, they will also be predicting definitions based on the meanings of the individual words within each compound word.

ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases	This is not new for 2nd grade. GPS placed these skills in the domain of reading comprehension instead of vocabulary. GPS also stated that 2nd graders would use thesauruses. It is recommended that the use of thesauruses continue even though it is not stated in CCGPS.
ELACC2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Determining the central message, lesson, or moral for fables and folktales has moved from 4th grade GPS (4R1h) to 2nd grade GPS. This is new for 2nd grade and will also need to be taught in 3rd grade during year one implementation.
ELACC2RL3: Describe how characters in a story respond to major events and challenges.	Guidance: In CCGPS, there is a strong focus on the elements of fiction within literary text; thus, the character is emphasized in 2nd grade CCGPS. Previously, this emphasis likely occurred in 3rd grade GPS, ELA3R3f.
ELACC2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Because most 2nd graders have the same teacher for all subjects, reading the science textbook, social studies/history textbook, and appropriate technical manuals (how to do something, how to build something, how to play a video game, etc.) should be a part of the student's daily tasks. In learning the differences of these informational texts as compared to literary texts, the student will become more adept at understanding the information presented within these different texts. Please note that some of the elements within GPS reading standard 4 are evident in the mastery of ELACC2RI3: ELA2Rd,e,f,g,n,o.
ELACC2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	While 2nd grade GPS mentions poetry, this is a new standard for 2nd grade CCGPS. Much of what is in the standard previously appeared for the first time in 4th grade GPS. It will also be necessary to teach this standard to 3rd graders during year one implementation.
ELACC2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Fifty percent of all reading standards in CCGPS require the use of informational text. Use the text features explicit in standard 5 to guide instruction of how to read and understand science, history/social studies, and technical texts.
ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each	Identifying the points of view of characters is introduced quite well in 2nd grade CCGPS. By allowing students to use different voices to represent

character when reading dialogue aloud.	the different characters speaking in a text, they become accustomed to the changing points of view represented by these characters. For those students ready for the challenge, you may choose to introduce them to first-person, second-person, and third-person points of view.
ELACC2RI9: Compare and contrast the most important points presented by two texts on the same topic.	2 nd grade GPS referenced a comparison among literary texts. Since this standard references informational text, it is important to note that informational comparisons are not in 2 nd grade GPS. Guidance for this standard is to challenge students to read different accounts of the same event being studied in history/social studies and compare the viewpoints of the different authors.
ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Guidance here is very specific. Notice that students are to read and comprehend both literary texts and informational texts at the high end of the 2 nd grade text complexity band. According to the new Lexile stretch bands for text complexity, the range for 2 nd and 3 rd graders is 450-790. (For reference only, the old stretch band was 450-725. As one can easily see, the increase is not steep for this particular band. It is recommended that 2 nd graders begin at the beginning of the band (450L) and progress to around a 600 Lexile level. This is approximately half-way to the end of the total stretch band.
ELACC2L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>).	Collective nouns first appear in GPS in 6 th grade. Guidance recommends a focus on this standard in 3 rd , 4 th , 5 th , and 6 th as well during the implementation year.
ELACC2L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. c. Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	Reflexive pronouns first appear in GPS in 6 th grade. Guidance recommends a focus on this standard in 3 rd , 4 th , 5 th , and 6 th as well during the implementation year.
ELACC2L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i>).	Extensive work with verb tenses is in 4 th and 5 th grade GPS. During year one implementation, it is recommended that this skill be taught in 2 nd , 3 rd , and 4 th grades.
ELACC2L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Although there are some references in GPS writing to using descriptive words in writing (adjectives), the skill of choosing between the correct modifiers is not taught until 5 th grade GPS. It is recommended that this element be included in 2 nd , 3 rd , 4 th , and 5 th grades during implementation year one.
ELACC2L2: Demonstrate command of the conventions of	GPS does reference correct capitalization, but it is vague in what the

Standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.	focus should be beyond the first word in a sentence. CCGPS provides specific guidance.
ELACC2L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. c. Use an apostrophe to form contractions and frequently occurring possessives.	The skill of using apostrophes correctly in GPS is implied in the use of possessive nouns as well as contractions. GPS embeds contraction use within the reading of contractions; however, a student must also understand the written use of contractions. This is evident in CCGPS.
ELACC2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	This is new to 2 nd grade. It moved from 3 rd grade GPS down to 2 nd grade CCGPS.
ELACC2L5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that <i>are spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	This is new for 2 nd grade. “Shades of meaning” is new language within Common Core. Simply stated, it refers to words that are practically synonymous but slightly different due to slight differences in the words’ connotations.
ELACC2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	This is new for 2 nd grade. Explicit use of adjectives and adverbs did not occur until 4 th grade. It is recommended that this standard continue for 3 rd and 4 th grade during transition year one.

STANDARDS ABSENT FROM SECOND GRADE	RATIONALE
ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student d. Reads second-grade texts at a target rate of 90 words correct per minute.	CCGPS does not specify words per minute; however, it is acceptable to use the target rate specified in GPS of 90 wpm.
The student produces a response to literature that: a. Captures a reader's interest by stating an opinion about a text. b. Demonstrates understanding of the text and expresses and supports an opinion. c. Makes connections: text-to-self, text-to-text, text-to-world using details from the reading selection. d. Uses organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text). e. Develops a sense of closure. f. May include pre-writing. g. May include a draft that is revised and edited. h. May be published.	There is not a standard in CCGPS which specifically references the genre of Response to Literature. Guidance encourages this genre focus within the study of opinion writing, informative/explanatory writing, and narrative writing.

Additional Resources for GPS to CCGPS Transition

Curriculum, Instruction, and Assessment



Common Core Georgia Performance Standards Home Page: <http://www.gadoe.org/CCGPS.aspx>

- Frequently Asked Questions
- CCSS in English Language Arts
- Comparison of ELA GPS to the CCSS
- Common Core Georgia Performance Standards Timeline - 8-19-10
- ELA CCGPS 9.22.10 GACIS ELA Breakout Session.ppt
- ELA Alignment DRAFTS/ K-12 Comparison of GPS and CCGPS
- CCGPS Brochure
- English Language Arts CCGPS
- Reading and Writing CCGPS for 6-12 History, Science, and Technical Subjects



English Language Arts Home Page Links:

http://public.doe.k12.ga.us/ci_services.aspx?PageReq=CIServEnglish

Information for Administrators and Educators

To subscribe to a monthly newsletter providing up-to-date information about standards, curriculum, assessment, events, and more, please send an email (with no message) to the appropriate email address listed below:

- Join-ela-k-5@list.doe.k12.ga.us
- Join-ela-6-8@list.doe.k12.ga.us
- Join-ela-9-12@list.doe.k12.ga.us
- Join-ela-admin@list.doe.k12.ga.us
- Join-ela-resa@list.doe.k12.ga.us
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To follow Common Core Implementation

- <http://www.gadoe.org/CCGPS.aspx>

Text Complexity – a guide for choosing texts appropriate to a student's grade level

- <https://www.georgiastandards.org/Resources...>
- <http://www.readabilityformulas.com/gunning-fog-readability-formula.php>
- <http://www.readabilityformulas.com/new-dale-chall-readability-formula.php>
- <http://www.readabilityformulas.com/flesch-grade-level-readability-formula.php>



Common Core State Standards Initiative Home Page:

<http://www.corestandards.org/>



Common Core State Standards Initiative Resources:

<http://www.corestandards.org/the-standards>

Appendix A - Research Supporting Key Elements of the Standards, Glossary of Key Terms

http://www.corestandards.org/assets/Appendix_A.pdf

Appendix B - Text Exemplars and Sample Performance Tasks

http://www.corestandards.org/assets/Appendix_B.pdf

Appendix C: Samples of Student Writing

http://www.corestandards.org/assets/Appendix_C.pdf



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