

English as a Second Language Curriculum Pacing Guide



Grade Level: 2nd Grade

Quarter: Second

TN State Literacy Standard	Correlating ESL Standard	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics
Foundational Literacy Standards				
<p>Phonics and Word Recognition</p> <p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. Q1, Q2, Q3, Q4</p> <ol style="list-style-type: none"> 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. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. Decode grade-level texts 	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can:</p> <ul style="list-style-type: none"> decode one-syllable words with long and short vowels. decode words with other common vowel teams. decode words with common suffixes. decode other grade appropriate words with irregular spelling. identify words with irregular spelling-sound correspondences. tell the differences between long and short vowel sounds. 	<ul style="list-style-type: none"> ➤ What are long and short vowel sounds in words? ➤ What are the vowel teams? ➤ How do you decode long vowel, two-syllable words? ➤ What are some common sound-spelling correspondences? ➤ What are some irregularly spelled 2nd grade words? 	<p>*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.</p> <p>http://classroom.jc-schools.net/waltkek/Second2.html</p> <p>https://www.havefunteaching.com/products/activities/phonics-activities/vowel-activities/</p> <p>http://www.actionfactor.com/pages/lesson-plans/v1.05-short-and-long-vowels.html</p>

with purpose and understanding.				
<p style="text-align: center;">Fluency</p> <p>2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. Q1, Q2, Q3, Q4</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. Q1, Q2, Q3, Q4</p>	<p style="text-align: center;">English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p style="text-align: center;">English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can:</p> <ul style="list-style-type: none"> • read grade level text with purpose and understanding. • orally read with accuracy and expression. • use context clues and self correct when reading does not make sense. 	<ul style="list-style-type: none"> ➤ Are you a fluent reader who uses reading strategies? ➤ What are the traits of a good reader? ➤ What is the purpose for reading this text? ➤ How do you know you understand what you read? 	<p>✓ Reading A-Z:</p> <p>https://www.readinga-z.com/search/#doSearch=Search&searchTerms=fluency%2Bpassages&searchView=list</p>
<p style="text-align: center;">Sentence Composition</p> <p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. Q1, Q2, Q3, Q4</p> <p>a. Use collective nouns.</p> <p>b. Form and use frequently occurring irregular plural</p>	<p style="text-align: center;">English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p style="text-align: center;">English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can:</p> <ul style="list-style-type: none"> • Use nouns properly, including irregular plural and collective nouns. • properly use reflective pronouns. • properly form and use verbs, including all tense forms and irregular verbs. • use adjective and adverbs correctly. 	<ul style="list-style-type: none"> ➤ What conventions do we use when: <ul style="list-style-type: none"> ❖ writing and speaking to ensure understanding? ❖ communicating with past tense irregular verbs? ❖ improving simple and compound sentences? ➤ How do I form and use regular nouns, collective nouns and irregular nouns properly? 	<p>https://elastars.wordpress.com/word-and-grammar-games/</p> <p>a. Collective Nouns http://www.grammar-monster.com/glossary/collective_nouns.htm</p> <p>b. Irregular plural verbs http://grammarist.com/grammar/irregular-plural-nouns/</p> <p>c. Reflective pronouns http://www.englishlanguageguide.com/grammar/reflexive-pronoun.asp</p>

<p>nouns.</p> <p>c. Use reflexive pronouns such as <i>myself</i> and <i>ourselves</i>.</p> <p>d. Form and use the past tense of frequently occurring irregular verbs.</p> <p>e. Use adjectives and adverbs correctly.</p> <p>f. Produce, expand, and rearrange simple and compound sentences.</p> <p>g. Use common coordinating conjunctions.</p> <p>h. Capitalize holidays, product names, and geographic names.</p> <p>i. Use commas in the greeting and closing of a letter.</p> <p>j. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.</p>		<ul style="list-style-type: none"> Identify words that should be capitalized. Correctly use commas in greeting and closing of a letter. Properly use an apostrophe to form contractions and possessive nouns. 	<ul style="list-style-type: none"> ➤ What are the capitalization rules for proper nouns, holidays? ➤ How do adjective and adverbs modify nouns and verbs? 	<p>d. Irregular verbs https://www.englishclub.com/vocabulary/irregular-verbs-list.htm</p> <p>e. Adjectives http://www.grammar-monster.com/lessons/adjectives.htm https://www.youtube.com/watch?v=NkuuZEey_bs</p> <p>https://www.education.com/worksheets/second-grade/simple-compound-and-complex-sentences+adjectives/</p> <p>f. Simple and compound sentences https://www.youtube.com/watch?v=RPoBE-E8VOc https://www.education.com/worksheets/simple-compound-and-complex-sentences/</p> <p>a. Imagine Learning: Grammar Resources https://my.imaginelearning.com/resources/grammar</p>
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<p>Vocabulary Acquisition</p> <p>2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the</p>	<p>I Can:</p> <ul style="list-style-type: none"> use context clues to help me understand new words. use known root words, 	<ul style="list-style-type: none"> ➤ How do we use sentence-level context as a clue to word or phrase meaning? ➤ How do we use root words and their inflectional forms 	<p>✓ Reading A-Z https://www.readinga-z.com/search/#doSearch=Search&searchTerms=vocabulary&searchView=list</p>
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<p>and content, choosing flexibly from an array of strategies. Q1, Q2, Q3, Q4</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Determine the meaning of a new word formed when a known prefix is added to a known word.</p> <p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>prefixes, or suffixes to understand the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> determine the meaning of compound words. use glossaries and dictionaries to determine or clarify the meaning of words and phrases. 	<p>to determine word and phrase meaning?</p> <ul style="list-style-type: none"> How do we use individual words' meanings to predict meanings of compound words? How do we use glossaries and dictionaries to determine word or phrase meaning? 	<p>✓ Imagine Learning https://my.imaginelearning.com/resources/basicVocabulary https://my.imaginelearning.com/resources/academicVocabulary</p>
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Reading Standards: Literature

<p>Key Ideas and Details</p> <p>2.RL.KID.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. Q1, Q2, Q3, Q4</p> <p>2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for</p>	<p>I can:</p> <p>2.RL.KID.1</p> <ul style="list-style-type: none"> ask and answer questions about key details. I can tell who, what, where, when, why and how after reading stories. 	<ul style="list-style-type: none"> Who, what where, when, how...do you remember about _____? Use details from the text to explain why _____. How does asking and answering questions help me understand what I am reading? How does asking and 	<p>*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.</p> <p>UNIT 2-WILD WEST</p> <p>Stories-Read Aloud and Along:</p> <ul style="list-style-type: none"> ✓ <i>Deserts</i> ✓ <i>Cowgirl Kate and Cocoa</i> ✓ <i>The Tortoise and the</i>
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<p>their central message, lesson, or moral. Q1, Q2, Q3, Q4</p> <p>2.RL.KID.3 Describe how characters in a story respond to major events and challenges. Q1, Q2, Q3, Q4</p>	<p>academic success in the content area of Language Arts.</p>	<p>2.RL.KID.2</p> <ul style="list-style-type: none"> retell stories and determine their central message, lesson, or moral. demonstrate understanding of the moral or lesson in class discussions. <p>2.RL.KID.3</p> <ul style="list-style-type: none"> describe characters using evidence from the text. Describe how characters in a story respond to major events and challenges using evidence from the text. (Plot) 	<p>answering questions help me understand what I am reading?</p> <ul style="list-style-type: none"> ➤ Using text and illustrations; how does understanding the characters, plot, and setting of a story help you become a better reader? ➤ Do I understand how the main character's feelings or actions change with the sequence of the story? 	<p><i>Jackrabbit</i></p> <ul style="list-style-type: none"> ✓ <u><i>Dancing with the Indians</i></u> ✓ <u><i>Crazy Horse's Vision</i></u> ✓ <u><i>A Boy Called Slow</i></u> ✓ <u><i>The Toughest Cowboy: or How the Wild West was Tamed</i></u> ✓ <u><i>Pecos Bill</i></u> ✓ <u><i>How I Spent My Summer Vacation</i></u> ✓ <u><i>Buffalo Dusk</i></u> (Sandberg) ✓ <u><i>Home on the Range</i></u> <p>Informational Texts-Read</p> <ul style="list-style-type: none"> ✓ <u><i>Cowboys</i></u> ✓ <u><i>I Want to be a Cowboy</i></u> ✓ <u><i>The Very First American</i></u> ✓ <u><i>Cowboys and Cowgirls: Yippee</i></u> ✓ <u><i>Yay!</i></u> ✓ <u><i>Wild Tracks! A Guide to Nature Footprints</i></u> ✓ <u><i>Cactus Hotel</i></u> ✓ <u><i>Wild West</i></u> ✓ <u><i>Annie Oakley</i></u> ✓ <u><i>Buffalo Bill</i></u> ✓ <u><i>Kit Carson</i></u> ✓ <u><i>Wild Bill Hickok</i></u> ✓ <u><i>Cowboys and Castles; Interacting with Fractured Texas Tales</i></u> <p>www.readwritethink.org/classroom-resources/lesson-plans/cowboys-castles-interacting-with-156.html</p>
<p>Craft and Structure</p> <p>2.RI.CS.4 Determine the meaning of words and</p>	<p>English Language Development Standard 1</p> <p>English language learners</p>	<p>I can:</p> <p>2.RI.CS.4</p> <ul style="list-style-type: none"> determine the 	<ul style="list-style-type: none"> ➤ What are some new words or phrases you have learned from the text? 	<p>UNIT 3-BUILDING BRIDGES WITH UNLIKELY FRIENDS</p> <p>Stories-Read Aloud and Read</p>

<p>phrases in a text relevant to a grade 2 topic or subject area. Q1, Q2, Q3</p> <p>2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. Q1, Q2, Q3, Q4</p> <p>2.RL.CS.6 Determine when characters have different points of view. Q1, Q2, Q3, Q4</p>	<p>communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>meaning of words and phrases in a text relevant</p> <p>2.RL.CS.5</p> <ul style="list-style-type: none"> describe the overall structure of a story in discussions. <p>2.RL.CS.6</p> <ul style="list-style-type: none"> find differences in characters' point of view. speak in different voices for characters when reading aloud. 	<ul style="list-style-type: none"> ➤ What is the over all structure of a story? ➤ Describe the beginning and concluding action. ➤ What is each character's point of view in the story? 	<p>Along:</p> <ul style="list-style-type: none"> ✓ <i>Pop's Bridge</i> ✓ <i>Little Painter of Sabana Grande</i> ✓ <i>Henry and Mudge</i> ✓ <i>The Fire Cat</i> ✓ <i>George and Martha</i> ✓ <i>Arthur</i> books <p>Poems:</p> <ul style="list-style-type: none"> ✓ <i>The Bridge Builder</i> ✓ <i>If Not for the Cat</i> <p>Informational Texts Stories-Read Aloud and Read Along:</p> <ul style="list-style-type: none"> ✓ <i>Bridges</i> ✓ <i>Bridges are to Cross</i> ✓ <i>Bridges: Amazing Structures to Design, Build and Test</i> ✓ <i>Owen and Maze: True Story of a Remarkable Friendship</i>
<p>Integration of Knowledge and Ideas</p> <p>2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Q1, Q2, Q3, Q4</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> explain how illustrations help with meaning. demonstrate the use of various strategies to construct meaning from illustrations and text. 	<ul style="list-style-type: none"> ➤ How do the illustrations help describe the tory elements? 	<p>https://betterlesson.com/common_core/browse/1031/ccss-ela-literacy-ri-2-7-use-information-gained-from-the-illustrations-and-words-in-a-print-or-digital-text-to-demonstrate-under</p> <p>https://macmillanmh.com/ccssreading/imaginait/grade2/ccslh_g2_rl_1_3a.html</p> <p>http://www.lakeshorelearning.com/general_content/free_resources/teachers_corner/lesson_plans/heartOfAStory.jsp</p>

<p>Range of Reading and Level of Text Complexity</p> <p>2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed. Q1, Q2, Q3.</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> • read and comprehend stories and poems. • discuss and answer questions about grade-level text. 	<ul style="list-style-type: none"> ➤ Please describe how characters in a story respond to major events and challenges. ➤ Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 	<ul style="list-style-type: none"> ✓ Accelerated Reader ✓ Imagine Learning https://my.imaginelearning.com/resources/comprehension https://my.imaginelearning.com/resources/readingLessons https://www.funbrain.com/books
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Reading Standards: Informational Text

<p>Key Ideas and Details</p> <p>2.RI.KID.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. Q1, Q2, Q3, Q4</p> <p>2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. Q1, Q2, Q3, Q4</p> <p>2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text. Q1, Q2, Q3, Q4</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can:</p> <p>2.RI.KID.1</p> <ul style="list-style-type: none"> • ask and answer questions about key details in the text. <p>2.RI.KID.2</p> <ul style="list-style-type: none"> • identify the main topic and key details. • I can retell stories, including key details and major events. <p>2.RI.KID.3</p> <p>describe the connections between concepts in a text.</p>	<ul style="list-style-type: none"> ➤ What, how, who, when, where...do you remember about the story? ➤ Use details from the text to explain why _____? ➤ What details from the paragraphs support the main idea? ➤ How are two individuals, events, or ideas connected in the text? 	<p>https://www.sophia.org/tutorials/understanding-main-idea-and-supporting-details-as</p>
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<p>Craft and Structure</p>	<p>English Language Development Standard 1</p>	<p>I Can:</p>	<ul style="list-style-type: none"> ➤ What are some new words or phrases that you 	<p>https://learnzillion.com/lesson_plans/6559-locate-information-</p>
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<p>2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. Q1, Q2, Q3</p> <p>2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently. Q1, Q2, Q3, Q4</p> <p>2.RI.CS.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Q1, Q2, Q3, Q4</p>	<p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>2.RI.CS.4</p> <ul style="list-style-type: none"> determine the meaning of words or phrases in 2nd grade texts. <p>2.RI.CS.5</p> <ul style="list-style-type: none"> identify text features such as captions and subheadings. <p>2.RI.CS.6</p> <ul style="list-style-type: none"> determine the author's purpose of a selection. 	<p>have learned from the text?</p> <ul style="list-style-type: none"> (With Teacher Support) How does the picture/diagram/caption help you locate information in a text? What are the key points in the text? <p>AND</p> <ul style="list-style-type: none"> What is the reason the author gives them? 	<p>using-text-features</p> <p>https://learnzillion.com/lesson_plans/6655-answer-a-question-about-a-text-by-finding-facts-and-details</p>
<p>Integration of Knowledge and Ideas</p> <p>2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text. Q1, Q2, Q3, Q4</p> <p>2.RI.IKI.8 Describe how reasons support specific points an author makes in a text. Q2, Q3</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> describe how illustrations help with meaning. 	<ul style="list-style-type: none"> How does the picture/diagram/caption help you understand the text? What are some the reasons the author used these specific points to support his main idea? 	<p>http://sanchezclass.com/curriculum/Determining%20Author%20Point%20of%20View.pdf</p> <p>https://learnzillion.com/lesson_plans/7483-use-information-in-illustrations-to-explain-key-ideas-in-the-text</p>
<p>Range of Reading and Level of Text Complexity</p> <p>2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p>	<p>I can:</p> <p>Read and comprehend stories and informational texts.</p>		

<p>proficiently, with scaffolding at the high end as needed. Q1, Q2, Q4</p>	<p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>			
Writing Standards				
<p>Text Types and Protocols</p> <p>2.W.TTP.1 Write opinion pieces on topics or texts. Q1, Q2, Q3, Q4</p> <p>a. Introduce topic or text.</p> <p>b. State an opinion.</p> <p>c. Supply reasons to support the opinion.</p> <p>d. Use linking words to connect the reasons to the opinion.</p> <p>e. Provide a concluding statement or section.</p> <p>2.W.TTP.2 Write informative/explanatory texts. Q1, Q2, Q3, Q4</p> <p>a. Introduce a topic.</p> <p>b. Use facts and definitions to provide information.</p> <p>c. Provide a concluding statement or section.</p> <p>2.W.TTP.3 Write narratives recounting an event or short sequence of events.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can:</p> <ul style="list-style-type: none"> • write to tell a story that includes: Details to describe thoughts, feelings, temporal words to signal event order and a sense of closure. • Write informative/ explanatory texts that: <ul style="list-style-type: none"> ○ Introduce a topic. ○ Use facts and definitions to develop points. ○ Provide a concluding statement. • write a narrative that includes: <ul style="list-style-type: none"> ○ details to describe actions, thoughts, and feelings. ○ temporal words to signal event order. ○ A sense of closure. 	<ul style="list-style-type: none"> ➤ How can you write about a story or events, with details, order, and closure? ➤ What signal words should you use for event order? ➤ How do I revise and edit to strengthen my writing? 	<p>www.superteacherworksheetsgraphic-organizers.html</p> <p>www.lettergenerator.com</p>

<p>Q1, Q2, Q3, Q4</p> <p>a. Include details to describe actions, thoughts, and feelings.</p> <p>b. Use time order words to signal event order.</p> <p>c. Provide a sense of closure.</p>				
<p>Production and Distribution of Writing</p> <p>2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing. Q1, Q2, Q3, Q4</p> <p>2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing. Q1, Q2, Q3, Q4</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> I can edit and revise, with assistance. 		
<p>Research to Build and Present Knowledge</p> <p>2.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report. Q1, Q2, Q3, Q4</p> <p>2.W.RBPK.8 Recall</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas,</p>	<p>I Can:</p> <p>2.W.RBPK.7</p> <ul style="list-style-type: none"> participate in shared research and writing projects. <p>2.W.RBPK.8</p> <ul style="list-style-type: none"> recall and organize information to answer a question. 	<ul style="list-style-type: none"> ➤ How do peers work together to research and write for a project? ➤ How do writers gather and recall information to answer a question? 	

information from experiences or gather information from provided sources to answer a question. Q1, Q2, Q3, Q4	and concepts necessary for academic success in the content area of Language Arts .			
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(Standard 9 begins in grade 3)

Speaking & Listening Standards

<p>Comprehension & Collaboration</p> <p>2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts. Q1, Q2, Q4</p>	<p>English Language Development Standard 1</p> <p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> I can participate in collaborative conversations building on what others say by linking to their comments. 	<ul style="list-style-type: none"> ➤ How do you have a discussion with another peer? ➤ What are the rules for peer discussion? ➤ How can you support your peers' conversation? ➤ What question can you ask your peer? ➤ What is your role as a participant? ➤ How do you build on others' talk by linking comments? 	
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Figure A: The English Language Development Standards

Standard		Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies