



# Grade 2 English Language Arts

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## Alabama Educator Instructional Supports

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**Alabama Course of Study Standards**

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## Introduction

The *Alabama Educator Instructional Supports: English Language Arts* is a companion to the 2021 *Alabama Course of Study: English Language Arts* for Grades K–12. Instructional supports are foundational tools that educators may use to help students become independent learners as they build toward mastery of the Alabama Course of Study content standards. **Instructional supports are designed to help educators engage their students in exploring, explaining, and expanding their understanding of the content standards.**

The content standards contained within the course of study may be accessed on the Alabama State Department of Education (ALSDE) website: <https://www.alabamaachieves.org/>. When examining these instructional supports, educators are reminded that content standards indicate minimum content—what all students should know and be able to do by the end of each grade level or course. Local school systems may have additional instructional or achievement expectations and may provide instructional guidelines that address content sequence, review, and remediation.

The instructional supports are organized by standard. Each standard’s instructional support includes the content standard, instructional outcomes, guiding questions and instructional activities, key academic terms, and additional resources.

### Content Standards

The content standards are the statements from the 2021 *Alabama Course of Study: English Language Arts* that define what all students should know and be able to do at the conclusion of a given grade level or course. Content standards contain minimum required content and complete the phrase “Students will \_\_\_\_\_.”

Each grade-level content standard integrates, builds on, and leads to broader, more comprehensive skills. The standards collectively guide educators in preparing students with the content and skills they should know by the end of high school.

**Content Areas and Subareas:** Content Areas and Subareas are used to group standards that are closely related. Literacy Foundations is the content area and Phonological Awareness/Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing are the subareas for the Grade 2 *ACAP Summative* English Language Arts assessment.

**Categories:** The standards are further grouped into Categories. Reading, Listening, and Writing are the three categories on the Grade 2 *ACAP Summative* English Language Arts assessment.

## **Instructional Outcomes**

The instructional outcomes are statements that describe essential learning that students should achieve at the end of instruction.

## **Guiding Questions and Instructional Activities**

Guiding questions are designed to create a framework for the given standard and to engage students in exploring, explaining, and expanding their understanding of the content standards provided in the 2021 *Alabama Course of Study: English Language Arts*. Therefore, each guiding question is written to help educators convey important concepts within the standard. By utilizing guiding questions, educators are engaging students in investigating, analyzing, and demonstrating knowledge of the underlying concepts reflected in the standard.

Each guiding question includes a representative set of sample activities and examples that can be used in the classroom. The set of activities and examples is not intended to include all the activities and examples that would be relevant to the standard. These activities will be available in Fall 2023.

## **Key Academic Terms**

These academic terms are derived from the standard and are to be incorporated into instruction by the educator and used by the students.

## **Additional Resources**

Additional resources are included that are aligned to the standard and may provide additional instructional support to help students build toward mastery of the designated standard. These additional resources will be available in Fall 2023. Please note that while every effort has been made to ensure all hyperlinks are working at the time of publication, web-based resources are impermanent and may be deleted, moved, or archived by the information owners at any time and without notice. Registration is not required to access the materials aligned to the specified standard. Some resources offer access to additional materials by asking educators to complete a registration. While the resources are publicly available, some websites may be blocked due to Internet restrictions put in place by a facility. Each facility's technology coordinator can assist educators in accessing any blocked content. Sites that use Adobe Flash may be difficult to access after December 31, 2020, unless users download additional programs that allow them to open SWF files outside their browsers.

## **Printing This Document**

It is possible to use this entire document without printing it. However, if you would like to print this document, you do not have to print every page. First, identify the page ranges of the

standards or domains that you would like to print. Then, in the print pop-up command screen, indicate which pages you would like to print.

# **Phonological Awareness/Phonemic Awareness**

## 9

## Literacy Foundations

## Phonological Awareness/Phonemic Awareness

## Standard

9. Demonstrate advanced phonemic awareness skills in spoken words.

a. Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word.

*Examples: Addition - Say bell. Now say bell, but add /t/ to the end of bell. (belt)*

*Addition - Say block. Now say block, but add /t/ to the end of block. (blocked)*

*Deletion - Say fin. Now say fin, but don't say /f/. (in)*

*Deletion - Say range. Now say range, but don't say /j/. (rain)*

*Substitution - Say strap. Now say strap, but change /a/ to /i/. (strip)*

*Substitution - Say bleed. Now say bleed, but change the /ē/ to /ā/. (blade)*

b. Delete the initial sound in an initial blend in a one-syllable base word.

*Example: Say prank. Now say prank, but don't say /p/. (rank)*

c. With prompting and support, delete the medial and final sounds in blends in one syllable base words.

*Examples: Say snail. Now say snail, but don't say /n/. (sail)*

*Say wind. Now say wind, but don't say /d/. (win)*

d. Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next.

*Examples: bit, bet, bat; sat, sit; pit, pat*

e. With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last.

*Examples: fine, knife; cat, tack; park, carp*

**Instructional Outcomes:**

- Identify a phoneme.
- Add a phoneme at the beginning of a spoken word made up of up to six phonemes and produce the resulting word.
- Add a phoneme to the end of a spoken word made up of up to six phonemes and produce the resulting word.
- Add a phoneme at the middle of a spoken word made up of up to six phonemes and produce the resulting word.
- Delete a phoneme from the beginning of a spoken word made up of up to six phonemes and produce the resulting word.
- Delete a phoneme from the end of a spoken word made up of up to six phonemes and produce the resulting word.



- Delete a phoneme from the middle of a spoken word made up of up to six phonemes and produce the resulting word.
- Substitute a phoneme at the beginning of a spoken word made up of up to six phonemes and produce the resulting word.
- Substitute a phoneme in the end of a spoken word made up of up to six phonemes and produce the resulting word.
- Substitute a phoneme at the middle of a spoken word made up of up to six phonemes and produce the resulting word.
- Identify a consonant blend.
- Isolate a phoneme in a blend.
- Identify a base word.
- Delete the initial sound in an initial blend in a one-syllable base word.
- With prompting and support, delete the medial sound in a blend in a one-syllable base word.
- With prompting and support, delete the final sound in a blend in a one-syllable base word.
- Identify phoneme chaining.
- Apply phoneme chaining to change one sound at a time to show addition of sounds from one word to the next.
- Apply phoneme chaining to change one sound at a time to show deletion of sounds from one word to the next.
- Apply phoneme chaining to change one sound at a time to show substitution of sounds from one word to the next.
- Apply phoneme chaining to change one sound at a time to show resequencing of sounds from one word to the next.
- With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last.

### **Guiding Questions and Instructional Activities:**

**What is a phoneme? How do you add a phoneme at the beginning of a spoken word made up of up to six phonemes and produce the resulting word? How do you add a phoneme to the end of a spoken word made up of up to six phonemes and produce the resulting word? How do you add a phoneme at the middle of a**

**spoken word made up of up to six phonemes and produce the resulting word? How do you delete a phoneme from the beginning of a spoken word made up of up to six phonemes and produce the resulting word? How do you delete a phoneme from the end of a spoken word made up of up to six phonemes and produce the resulting word? How do you delete a phoneme from the middle of a spoken word made up of up to six phonemes and produce the resulting word? How do you substitute a phoneme at the beginning of a spoken word made up of up to six phonemes and produce the resulting word? How do you substitute a phoneme at the end of a spoken word made up of up to six phonemes and produce the resulting word? How do you substitute a phoneme at the middle of a spoken word made up of up to six phonemes and produce the resulting word?**

**What is a consonant blend? What phonemes make up a consonant blend? What is a base word? How do you delete the initial sound in an initial blend in a one-syllable base word?**

**With prompting and support, how do you delete the medial sound in a blend in a one-syllable base word? With prompting and support, how do you delete the final sound in a blend in a one-syllable base word?**

**What is phoneme chaining? How do you apply phoneme chaining to change one sound at a time to show addition of sounds from one word to the next? How do you apply phoneme chaining to change one sound at a time to show deletion of sounds from one word to the next? How do you apply phoneme chaining to change one sound at a time to show substitution of sounds from one word to the next? How do you apply phoneme chaining to change one sound at a time to show resequencing of sounds from one word to the next?**

**With prompting and support, how do you reverse sounds within a word by saying the last sound first and the first sound last?**

### **Key Academic Terms:**

phoneme, add, delete, substitute, consonant blend, syllable, medial sound, final sound, base word, phoneme chaining, resequencing, reverse sounds

### **Additional Resources:**

# Phonics

## 10

## Literacy Foundations

## Phonics

## Standard

10. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.

a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and *schwa* syllables.

b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.

*Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, li-on*

c. Decode and encode words with three-consonant blends and blends containing digraphs.

d. Decode and encode words with consonant digraphs, trigraphs, and combinations.

*Examples: qu, sh, ch, th, ph, wh, tch, dge*

e. Decode and encode words with variable vowel teams and vowel diphthongs.

*Examples: oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay*

f. Decode and encode words with vowel-r combinations.

*Examples: ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur*

g. Decode and encode words that follow the *-ild*, *-ost*, *-old*, *-olt*, and *-ind* patterns.

*Examples: wild, most, cold, colt, mind*

h. Decode and encode words with *a* after *w* read /ä/ and *a* before *l* read /â/.

*Examples: wash, water, wasp; tall, all, talk, small, fall*

i. Decode and encode words with *or* after *w* read /er/.

*Examples: world, word, worm, worst, work*

j. Decode and encode words with the hard and soft sounds of *c* and *g*, in context and in isolation.

*Examples: c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y*

*g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y*

k. Decode and encode words with vowel *y* in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel *y* in medial position, producing the short /ĭ/ sound for these words.

*Examples: fly, my; baby, happy; myth, gym*

l. Decode words with silent letter combinations.

*Examples: kn, mb, gh*

m. Decode and encode words with prefixes and suffixes, including words with dropped *e* and *y-to-i* changes for suffix addition.

*Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly*

n. Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.

*Examples: decodable - number, way, my, than, word*

*decodable except for one irregularity - other (o is schwa), from- (o is schwa)*

*what - (a is schwa or short o depending on dialect)*

o. Decode and encode contractions with *am, is, has, not, have, would, and will*.

*Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll*

### **Instructional Outcomes:**

- Identify a phoneme.
- Identify a grapheme.
- Identify phoneme-grapheme correspondences.
- Identify multisyllabic word construction.
- Apply syllable division principles to decode words accurately in isolation.
- Apply syllable division principles to decode words accurately in context.
- Apply syllable division principles to encode words accurately in isolation.
- Apply syllable division principles to encode words accurately in context.
- Decode multisyllabic words with the open/closed syllable pattern.
- Decode multisyllabic words with the vowel-*r* syllable pattern.
- Decode multisyllabic words with the vowel-consonant-*e* syllable pattern.
- Decode multisyllabic words with the vowel teams syllable pattern.
- Decode multisyllabic words with the consonant-*le* syllable pattern.
- Decode multisyllabic words with schwa syllables.
- Use knowledge of multisyllabic word construction principles to decode grade-appropriate multisyllabic words.
- Use knowledge of syllable division principles to decode grade-appropriate multisyllabic words.
- Decode words with three-consonant blends.
- Encode words with three-consonant blends.
- Decode words with blends containing digraphs.
- Encode words with blends containing digraphs.

- Decode words with consonant digraphs.
- Encode words with consonant digraphs.
- Decode words with trigraphs.
- Encode words with trigraphs.
- Decode words with combinations.
- Encode words with combinations.
- Decode words with variable vowel teams.
- Encode words with variable vowel teams.
- Decode words with vowel diphthongs.
- Encode words with vowel diphthongs.
- Decode words with vowel-*r* combinations.
- Encode words with vowel-*r* combinations.
- Decode words that follow the *-ild* pattern.
- Encode words that follow the *-ild* pattern.
- Decode words that follow the *-ost* pattern.
- Encode words that follow the *-ost* pattern.
- Decode words that follow the *-old* pattern.
- Encode words that follow the *-old* pattern.
- Decode words that follow the *-olt* pattern.
- Encode words that follow the *-olt* pattern.
- Decode words that follow the *-ind* pattern.
- Encode words that follow the *-ind* pattern.
- Decode words with *a* after *w* read /ä/.
- Encode words with *a* after *w* read /ä/.
- Decode words with *a* before *l* read /â/.
- Encode words with *a* before *l* read /â/.
- Decode words with *or* after *w* read /er/.
- Encode words with *or* after *w* read /er/.

- Decode words with the hard *c* consonant sound in isolation and in context.
- Encode words with the hard *c* consonant sound in isolation and in context.
- Decode words with the soft *c* consonant sound in isolation and in context.
- Encode words with the soft *c* consonant sound in isolation and in context.
- Decode words with the hard *g* consonant sound in isolation and in context.
- Encode words with the hard *g* consonant sound in isolation and in context.
- Decode words with the soft *g* consonant sound in isolation and in context.
- Encode words with the soft *g* consonant sound in isolation and in context.
- Decode words with vowel *y* in the final position of one-syllable words.
- Encode words with vowel *y* in the final position of one-syllable words.
- Decode words with vowel *y* in the final position of two-syllable words.
- Encode words with vowel *y* in the final position of two-syllable words.
- Distinguish the difference between the long /ī/ sound produced by vowel *y* in one-syllable words, the long /ē/ sound produced by vowel *y* in two-syllable words, and the short /ĭ/ sound produced by vowel *y* in medial position.
- Decode words with silent letter combinations.
- Identify a prefix.
- Decode words with prefixes.
- Encode words with prefixes.
- Identify a suffix.
- Decode words with suffixes, including words with dropped *e* and *y-to-i* changes for suffix addition.
- Encode words with suffixes, including words with dropped *e* and *y-to-i* changes for suffix addition.
- Decode grade-appropriate high-frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.
- Encode grade-appropriate high-frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.
- Decode grade-appropriate high-frequency words that include only one irregularity.
- Encode grade-appropriate high-frequency words that include only one irregularity.

- Identify a contraction.
- Decode contractions with *am*.
- Encode contractions with *am*.
- Decode contractions with *is*.
- Encode contractions with *is*.
- Decode contractions with *has*.
- Encode contractions with *has*.
- Decode contractions with *not*.
- Encode contractions with *not*.
- Decode contractions with *have*.
- Encode contractions with *have*.
- Decode contractions with *would*.
- Encode contractions with *would*.
- Decode contractions with *will*.
- Encode contractions with *will*.

### **Guiding Questions and Instructional Activities:**

**What is a phoneme? What is a grapheme? What is phoneme-grapheme correspondence? What is a multisyllabic word? What does it mean to decode? What does it mean to encode? What is a word in isolation? What is a word in context? What are syllable division principles? How do you use syllable division principles to decode a word accurately in isolation? How do you use syllable division principles to decode a word accurately in context? How do you use syllable division principles to encode a word accurately in isolation? How do you use syllable division principles to encode a word accurately in context?**

**What is a multisyllabic word? What is the open/closed syllable pattern? What is the vowel-*r* syllable pattern? What is the vowel-consonant-*e* syllable pattern? What is the vowel teams syllable pattern? What is the consonant-*le* syllable pattern? What is the odd or schwa syllable pattern? How do you decode multisyllabic words with the open/closed syllable pattern? How do you decode multisyllabic words with the vowel-*r* syllable pattern? How do you decode multisyllabic words with the vowel-consonant-*e* syllable pattern? How do you**



**decode multisyllabic words with the consonant-*le* syllable pattern? How do you decode multisyllabic words with schwa syllables?**

**What are multisyllabic word construction principles? What are syllable division principles? Which common word construction principles are found in grade 2 multisyllabic words? Which syllable division principles are found in grade 2 multisyllabic words? How do you use multisyllabic word construction principles to decode grade 2 words? How do you use syllable division principles to decode multisyllabic grade 2 words?**

**What are three-consonant blends? What are blends containing digraphs? How do you decode words with three-consonant blends? How do you encode words with three-consonant blends? How do you decode words with blends containing digraphs? How do you encode words with blends containing digraphs?**

**What are consonant digraphs? What are trigraphs? What are combinations? How do you decode words with consonant digraphs? How do you encode words with consonant digraphs? How do you decode words with trigraphs? How do you encode words with trigraphs? How do you decode words with combinations? How do you encode words with combinations?**

**What are variable vowel teams? What are vowel diphthongs? How do you decode words with variable vowel teams? How do you encode words with variable vowel teams? How do you decode words with vowel diphthongs? How do you encode words with vowel diphthongs?**

**What are vowel-*r* combinations? How do you decode words with vowel-*r* combinations? How do you encode words with vowel-*r* combinations?**

**How do you decode words that follow the *-ild* pattern? How do you encode words that follow the *-ild* pattern? How do you decode words that follow the *-ost* pattern? How do you encode words that follow the *-ost* pattern? How do you decode words that follow the *-old* pattern? How do you encode words that follow the *-old* pattern? How do you decode words that follow the *-olt* pattern? How do you encode words that follow the *-olt* pattern? How do you decode words that follow the *-ind* pattern? How do you encode words that follow the *-ind* pattern?**

**How do you decode words with *a* after *w* read /ä/? How do you encode words with *a* after *w* read /ä/? How do you decode words with *a* before *l* read /â/? How do you encode words with *a* before *l* read /â/?**

**How do you decode with *or* after *w* read /er/? How do you encode words with *or* after *w* read /er/?**

**What is the hard *c* consonant sound? What is the soft *c* consonant sound? What is the hard *g* consonant sound? What is the soft *g* consonant sound? How do you decode words with the hard *c* consonant sound in isolation and in context? How do you encode words with the hard *c* consonant sound in isolation and in context? How do you decode words with the soft *c* consonant sound in isolation and in context? How do you encode words with the soft *c* consonant sound in isolation and in context? How do you decode words with the hard *g* consonant sound in isolation and in context? How do you encode words with the hard *g* consonant sound in isolation and in context? How do you decode words with the soft *g* consonant sound in isolation and in context? How do you encode words with the soft *g* consonant sound in isolation and in context?**

**How do you decode words with vowel *y* in the final position of one-syllable words? How do you encode words with vowel *y* in the final position of one-syllable words? How do you decode words with vowel *y* in the final position of two-syllable words? How do you encode words with vowel *y* in the final position of two-syllable words? How do you distinguish the difference between the long /ī/ sound produced by vowel *y* in one-syllable words, the long /ē/ sound produced by vowel *y* in two-syllable words, and the short /ĭ/ sound produced by vowel *y* in medial position?**

**What are silent letter combinations? How do you decode words with silent letter combinations?**

**What is a prefix? How do you decode words with prefixes? How do you encode words with prefixes? What is a suffix? How do you decode words with suffixes, including words with dropped *e* and *y*-to-*i* changes for suffix addition? How do you encode words with suffixes, including words with dropped *e* and *y*-to-*i* changes for suffix addition?**

**What are predictable, decodable phoneme-grapheme correspondences? How do you decode grade-appropriate high-frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences? How do you encode grade-appropriate high-frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences?**

**How do you decode grade-appropriate high-frequency words that include only one irregularity? How do you encode grade-appropriate high-frequency words that include only one irregularity?**

**What is a contraction? How do you decode a contraction with *am*? How do you encode a contraction with *am*? How do you decode a contraction with *is*? How do you encode a contraction with *is*? How do you decode a contraction with *has*? How do you encode a contraction with *has*? How do you decode a contraction with *not*? How do you encode a contraction with *not*? How do you decode a contraction with *have*? How do you encode a contraction with *have*? How do you decode a contraction with *would*? How do you encode a contraction with *would*? How do you decode a contraction with *will*? How do you encode a contraction with *will*?**

### **Key Academic Terms:**

phoneme, grapheme, phoneme-grapheme correspondence, multisyllabic word construction, syllable division principle, decode, encode, open/closed syllable pattern, vowel-*r* syllable pattern, vowel-consonant-*e* syllable pattern, vowel teams syllable pattern, consonant-*le* syllable pattern, schwa, multisyllabic word, three-consonant blend, blend containing a digraph, consonant digraph, trigraph, combination, variable vowel team, vowel diphthong, vowel-*r* combination, *-ild* pattern, *-ost* pattern, *-old* pattern, *-olt* pattern, *-ind* pattern, hard *c*, soft *c*, hard *g*, soft *g*, isolation, context, vowel, syllable, one-syllable word, two-syllable word, medial, long vowel sound, short vowel sound, silent letter combination, prefix, suffix, high-frequency word, predictable, decodable, irregularity, contraction

### **Additional Resources:**

# Fluency

# 14

## Literacy Foundations

### Fluency

#### Standard

14. Read high-frequency words commonly found in grade-appropriate text.

*Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.*

#### **Instructional Outcomes:**

- Identify high-frequency words commonly found in grade 2 texts.
- Use regular correspondences and patterns in words to decode common grade 2 high-frequency words accurately.
- Read common grade 2 high-frequency words accurately.

#### **Guiding Questions and Instructional Activities:**

**What is a high-frequency word? How is a high-frequency word different from a sight word? What is reading accurately?**

**What is a common word pattern? How do you use common word patterns to read high-frequency words accurately?**

#### **Key Academic Terms:**

high-frequency word, grade-appropriate text, accurate reading, word pattern, fluency, sight word

#### **Additional Resources:**

# Vocabulary

# 15

## Literacy Foundations

### Vocabulary

#### Standard

15. Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.

#### **Instructional Outcomes:**

- Review common academic words and phrases used in grade 2 literary and informational texts and content area reading (e.g., science, math, social studies, music, physical education).
- Use background knowledge by making connections to determine the meaning of academic, content-specific, grade-level vocabulary.
- Engage in reading to identify and utilize new academic, content-specific vocabulary in grade 2 literary and informational texts.
- Make connections to a word's structure by using knowledge of the phonology of the word to aid learning.
- Make connections to a word's structure by using knowledge of the morphology of the word to aid learning.
- Make connections to a word's structure by using knowledge of the orthography of the word to aid learning.

#### **Guiding Questions and Instructional Activities:**

**What is academic vocabulary? What is content-specific vocabulary? What is grade-level vocabulary? What is background knowledge? What is phonology? What is morphology? What is orthography? How do you make connections to a word's structure by using the phonology of the word to aid learning? How do you make connections to a word's structure by using the morphology of the word to aid learning? How do you make connections to a word's structure by using the orthography of the word to aid learning?**

**Key Academic Terms:**

academic vocabulary, content-specific vocabulary, grade-level vocabulary, connection, background knowledge, phonology, morphology, orthography

**Additional Resources:**



# 16

## Literacy Foundations

### Vocabulary

#### Standard

16. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.

a. Use knowledge of antonyms and synonyms.

b. Distinguish shades of meaning among verbs and adjectives.

*Examples: Act out jog, gallop, and sprint to distinguish shades of meaning in words related to run.*

*pretty, beautiful, gorgeous; tiny, small, petite*

c. Use knowledge of homophones to determine use of the correct word.

d. With prompting and support, interpret figurative language.

#### **Instructional Outcomes:**

- Describe word relationships.
- Describe nuances in word meanings.
- Identify shades of meaning in similar words.
- Identify shades of meaning in related words.
- Identify antonyms.
- Identify synonyms.
- Identify verbs.
- Distinguish shades of meaning among verbs.
- Identify adjectives.
- Distinguish shades of meaning among adjectives.
- Identify homophones.
- Use knowledge of homophones to determine the use of the correct word.
- Identify figurative language.
- With prompting and support, interpret figurative language.

**Guiding Questions and Instructional Activities:**

**What are word relationships? What are nuances in word meanings? What are shades of meaning? How do you identify shades of meaning in similar words? How do you identify shades of meaning in related words?**

**What are antonyms? What are synonyms?**

**What are verbs? How do you distinguish shades of meaning among verbs? What are adjectives? How do you distinguish shades of meaning among adjectives?**

**What are homophones? How do you use knowledge of homophones to determine the use of the correct word?**

**What is figurative language? With prompting and support, how do you interpret figurative language?**

**Key Academic Terms:**

word relationships, nuances, shades of meaning, related words, similar words, antonyms, synonyms, verb, adjective, homophone, figurative language, interpret

**Additional Resources:**

# 17

## Literacy Foundations

### Vocabulary

#### Standard

17. Analyze meaningful parts of words and phrases in discussions and/or text.

a. Identify possessives and plurals and use them as clues to the meaning of text.

*Example: girl's dress; boys' game; cats, cat's, cats'; houses, house's shutters*

b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.

*Examples: -less, -ful, -est*

*Note: Adding suffix -est changes an adjective to a superlative adjective; adding suffix -ful changes the part of speech.*

#### Instructional Outcomes:

- Identify meaningful parts of words and phrases.
- Analyze meaningful parts of words and phrases in discussions.
- Analyze meaningful parts of words and phrases in text.
- Identify possessives.
- Use possessives as clues to the meaning of text.
- Identify plurals.
- Use plurals as clues to the meaning of text.
- Identify morphemes in words.
- Use morphemes as clues to the meaning of unknown words.
- Identify base words.
- Use morphemes as clues to the meaning of base words.
- Identify compound words.
- Use morphemes as clues to the meaning of compound words.
- Identify affixes.
- Use morphemes as clues to the meaning of frequently occurring affixes.
- Identify inflectional endings.
- Use morphemes as clues to the meaning of frequently occurring inflections.

**Guiding Questions and Instructional Activities:**

**What are meaningful parts of words and phrases? How do you analyze meaningful parts of words and phrases in discussions? How do you analyze meaningful parts of words and phrases in text?**

**What are possessives? How do you use possessives as clues to the meaning of text? What are plurals? How do you use plurals as clues to the meaning of text?**

**What are morphemes? How do you use morphemes as clues to the meanings of unknown words? What are base words? How do you use morphemes as clues to the meanings of base words? What are compound words? How do you use morphemes as clues to the meanings of compound words? What are affixes? How do you use morphemes as clues to the meanings of frequently occurring affixes? What are inflectional endings? How do you use morphemes as clues to the meanings of frequently occurring inflections?**

**Key Academic Terms:**

meaningful parts of words, phrases, discussions, text, possessives, plurals, morpheme, base word, compound word, affix, inflection

**Additional Resources:**

## 18

### Literacy Foundations

### Vocabulary

### Standard

18. Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.

### Instructional Outcomes:

- Use dictionary definitions to help determine meanings of unfamiliar words.
- Use dictionary definitions to help determine meanings of multi-meaning words.
- Use information found within the text to help determine meanings of unfamiliar words.
- Use information found within the text to help determine meanings of multi-meaning words.

### Guiding Questions and Instructional Activities:

**How do you use a dictionary to help determine meanings of unfamiliar words? How do you use a dictionary to help determine meanings of multi-meaning words? How do you use information found within the text to help determine meanings of unfamiliar words? How do you use information found within the text to help determine meanings of multi-meaning words?**

### Key Academic Terms:

dictionary, unfamiliar word, multi-meaning word

### Additional Resources:

**20**

Literacy Foundations

Vocabulary

Reading

Standard

20. Use grade-level academic and domain-specific vocabulary to gain meaning from text.

**Instructional Outcomes:**

- Identify academic vocabulary in grade 2 text.
- Identify domain-specific vocabulary in grade 2 text.
- Engage in reading to use academic, domain-specific vocabulary in grade 2 texts to gain meaning.

**Guiding Questions and Instructional Activities:**

**What is academic vocabulary? What is domain-specific vocabulary? How do you use knowledge of grade-level academic vocabulary to gain meaning from text? How do you use knowledge of domain-specific vocabulary to gain meaning from text?**

**Key Academic Terms:**

academic vocabulary, domain-specific vocabulary

**Additional Resources:**

# Comprehension

## 23

### Literacy Foundations

#### Comprehension

##### Standard

23. Identify the main story elements in a literary text.

- a. Explain the plot of a narrative, using textual evidence to list the major events in sequence.
- b. Describe the characters' traits, feelings, and behaviors in a story.
- c. Describe the setting of a narrative, using textual evidence.
- d. Identify the central message or moral of a story.
- e. Identify the theme in myths, fables, and folktales.

#### **Instructional Outcomes:**

- Engage in reading to comprehend literary texts.
- Identify the main story elements in literary texts.
- Identify the plot of a narrative.
- Identify textual evidence.
- Identify the major events in a literary text.
- Use textual evidence to list the major events in sequence of a narrative.
- Explain the plot of a narrative, using textual evidence to list the major events in sequence.
- Identify characters' traits.
- Describe the characters' traits in a story.
- Identify characters' feelings.
- Describe the characters' feelings in a story.
- Identify characters' behaviors.
- Describe the characters' behaviors in a story.
- Identify the setting.
- Describe the setting of a narrative, using textual evidence.
- Identify the central message of a story.
- Identify the moral of a story.
- Identify theme.



- Identify a myth.
- Identify the theme in a myth.
- Identify a fable.
- Identify the theme in a fable.
- Identify a folktale.
- Identify the theme in a folktale.

### **Guiding Questions and Instructional Activities:**

**What is the plot of a narrative? What is textual evidence? What are the major events in a literary text? How do you use textual evidence to list the major events in sequence? How do you explain the plot of a narrative, using textual evidence to list the major events in sequence?**

**What are characters' traits? How do you describe the characters' traits in a story? What are characters' feelings? How do you describe the characters' feelings in a story? What are characters' behaviors? How do you describe the characters' behaviors in a story?**

**What is a setting of a narrative? How do you describe the setting of a narrative? What is textual evidence? How do you use textual evidence to help describe the setting of a narrative?**

**What is the central message of a story? How do you identify the central message of a story? What is the moral of a story? How do you identify the moral of a story?**

**What is the theme of a literary text? What is a myth? How do you identify the theme in a myth? What is a fable? How do you identify the theme in a fable? What is a folktale? How do you identify the theme in a folktale?**

### **Key Academic Terms:**

literary text, plot, narrative, textual evidence, major events, sequence, characters' traits, characters' feelings, characters' behaviors, central message, moral, theme, myth, fable, folktale

### **Additional Resources:**

## 24

### Literacy Foundations

### Comprehension

### Standard

24. Identify the main idea and supporting details of literary and informational texts.
- Explain how the supporting details contribute to the main idea.
  - Recount or summarize key ideas from the text.

### Instructional Outcomes:

- Engage in reading to comprehend texts.
- Identify a main idea.
- Determine the main idea of a literary text.
- Determine the main idea of an informational text.
- Identify supporting details.
- Determine the supporting details of a literary text.
- Determine the supporting details of an informational text.
- Explain how supporting details contribute to the main idea.
- Recount key ideas from the text.
- Summarize key ideas from the text.

### Guiding Questions and Instructional Activities:

**What is a main idea? How do you determine the main idea of a literary text? How do you determine the main idea of an informational text? What are supporting details? How do you determine the supporting details of a literary text? How do you determine the supporting details of an informational text?**

**How do you explain how supporting details contribute to the main idea of a text?**

**How do you recount the key ideas from a text? How do you summarize the key ideas from a text? What is the difference between recounting and summarizing?**

**Key Academic Terms:**

main idea, literary text, informational text, supporting details, recount, summarize, key ideas

**Additional Resources:**

## 25

### Literacy Foundations

#### Comprehension

##### Standard

25. Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.

- a. Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
- b. Explain how specific features can clarify a text or enhance comprehension.

#### **Instructional Outcomes:**

- Engage in reading of informational texts.
- Identify text features.
- Identify text features in written formats.
- Use text features to locate ideas in written formats.
- Identify text features in digital formats.
- Use text features to locate ideas in digital formats.
- Use text features to locate facts in written formats.
- Use text features to locate facts in digital formats.
- Use text features to locate supporting details in written formats.
- Use text features to locate supporting details in digital formats.
- Identify captions.
- Locate captions.
- Identify bold print.
- Locate bold print.
- Identify subheadings.
- Locate subheadings.
- Identify indexes.
- Locate indexes.
- Identify graphs.

- Locate graphs.
- Identify maps.
- Locate maps.
- Identify glossaries.
- Locate glossaries.
- Identify illustrations.
- Locate illustrations.
- Explain how text features can clarify a text.
- Explain how text features can enhance comprehension.

### **Guiding Questions and Instructional Activities:**

**What is a text feature? How do you identify a text feature in a written format? How do you use text features to locate ideas in written formats? How do you identify a text feature in a digital format? How do you use text features to locate ideas in digital formats? How do you use text features to locate facts in written formats? How do you use text features to locate facts in digital formats? How do you use text features to locate supporting details in written formats? How do you use text features to locate supporting details in digital formats?**

**What is a caption? How do you locate captions? What is bold print? How do you locate bold print? What is a subheading? How do you locate subheadings? What is an index? How do you locate indexes? What is a graph? How do you locate graphs? What is a map? How do you locate maps? What is a glossary? How do you locate glossaries? What is an illustration? How do you locate illustrations?**

**What does it mean to clarify a text? How can text features clarify a text? What does it mean to enhance comprehension of a text? How can text features enhance comprehension of a text?**

### **Key Academic Terms:**

text feature, informational text, idea, written format, digital format, fact, supporting detail, caption, bold print, subheading, index, graph, map, glossary, illustration, clarify, enhance, comprehension

### **Additional Resources:**

## 26

### Literacy Foundations

#### Comprehension

##### Standard

26. Compare and contrast important details presented by two texts on the same topic or theme.  
a. Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view.

*Examples: The Three Little Pigs and The True Story of the Three Little Pigs; Cinderella and The Rough-Face Girl*

b. Compare and contrast story elements of literary texts.

*Examples: characters, settings, sequence of events, plots*

#### **Instructional Outcomes:**

- Engage in reading of two texts on the same topic.
- Engage in reading of two texts on the same theme.
- Engage in reading of two different versions of the same story.
- Compare important details presented in two texts on the same topic.
- Contrast important details presented in two texts on the same topic.
- Compare important details presented in two texts on the same theme.
- Contrast important details presented in two texts on the same theme.
- Compare different versions of the same story by different authors.
- Contrast different versions of the same story by different authors.
- Compare different versions of the same story from different cultures.
- Contrast different versions of the same story from different cultures.
- Compare different versions of the same story from different points of view.
- Contrast different versions of the same story from different points of view.
- Identify story elements.
- Compare story elements of literary texts.
- Contrast story elements of literary texts.

**Guiding Questions and Instructional Activities:**

**What is a comparison? How do you compare two texts on the same topic? How do you compare two texts on the same theme? How do you compare different versions of the same story by different authors? How do you compare different versions of the same story from different cultures? How do you compare different versions of the same story from different points of view?**

**What is a contrast? How do you contrast two texts on the same topic? How do you contrast two texts on the same theme? How do you contrast different versions of the same story by different authors? How do you contrast different versions of the same story from different cultures? How do you contrast different versions of the same story from different points of view?**

**What are story elements? How do you compare story elements of literary texts? How do you contrast story elements of literary texts?**

**Key Academic Terms:**

topic, theme, version, compare, author, culture, point of view, contrast, story elements, literary text, character, setting, sequence of events, plot, important details

**Additional Resources:**

## 27

### Literacy Foundations

### Comprehension

#### Standard

27. Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.

#### **Instructional Outcomes:**

- Engage in reading of literary and informational texts.
- Engage in reading of literary and informational texts.
- Identify text structures within literary texts.
- Identify text structures within informational texts.
- Identify cause-and-effect text structure in literary texts.
- Identify cause-and-effect text structure in informational texts.
- Identify problem-solution text structure in literary texts.
- Identify problem-solution text structure in informational texts.
- Identify sequence-of-events text structure in literary texts.
- Identify sequence-of-events text structure in informational texts.

#### **Guiding Questions and Instructional Activities:**

**What are text structures? What are the features of the cause-and-effect text structure in literary and informational texts? What are the features of the problem-and-solution text structure in literary and informational texts? What are the features of the sequence-of-events text structure in literary and informational texts?**

#### **Key Academic Terms:**

text structure, literary text, informational text, cause-and-effect text structure, problem-and-solution text structure, sequence-of-events text structure

#### **Additional Resources:**



## 29

### Literacy Foundations

### Comprehension

### Reading

### Standard

29. With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level.

*Examples: pronoun references, word substitution using synonyms, conjunctions*

### Instructional Outcomes:

- Engage in reading of texts.
- With prompting and support, identify cohesive devices.
- With prompting and support, identify various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence level.
- With prompting and support, interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence level.
- With prompting and support, identify various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the paragraph level.
- With prompting and support, interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the paragraph level.

### Guiding Questions and Instructional Activities:

**What are cohesive devices? With prompting and support, how do you identify various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence level? With prompting and support, how do you interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build**

**comprehension at the sentence level? With prompting and support, how do you identify various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the paragraph level? With prompting and support, how do you interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the paragraph level?**

**Key Academic Terms:**

cohesive device, identify, interpret, scaffold, sentence level, paragraph level

**Additional Resources:**

**30**

Literacy Foundations

Comprehension

Reading

Standard

30. Read and comprehend literary and informational texts.  
c. Draw conclusions based on the text.

**Instructional Outcomes:**

- Engage in reading to comprehend literary texts.
- Engage in reading to comprehend informational texts.
- Comprehend literary text by drawing conclusions.
- Comprehend informational text by drawing conclusions.

**Guiding Questions and Instructional Activities:**

**What is drawing a conclusion? How do you draw conclusions based on literary text? How do you draw conclusions based on informational text?**

**Key Academic Terms:**

literary text, informational text, draw conclusions, comprehend

**Additional Resources:**

## 31

Literacy Foundations

Comprehension

Reading

Standard

31. Use information from a text to determine the author's purpose in different forms of informational and literary texts.

### **Instructional Outcomes:**

- Identify the author's purpose.
- Engage in reading of different forms of informational texts.
- Engage in reading of different forms of literary texts.
- Use information to determine the author's purpose in different forms of informational texts.
- Use information to determine the author's purpose in different forms of literary texts.

### **Guiding Questions and Instructional Activities:**

**What is author's purpose? How do you use information from a text to determine the author's purpose in different forms of informational texts? How do you use information from a text to determine the author's purpose in different forms of literary texts?**

### **Key Academic Terms:**

author's purpose, informational text, literary text, forms

### **Additional Resources:**

**32**

Literacy Foundations

Comprehension

Reading

Standard

32. Identify rhyme schemes in poems or songs.

**Instructional Outcomes:**

- Identify rhyme schemes.
- Engage in reading of poems.
- Engage in reading of songs.
- Identify rhyme schemes in poems.
- Identify rhyme schemes in songs.

**Guiding Questions and Instructional Activities:**

**What is a rhyme scheme? How do you identify rhyme schemes in a poem? How do you identify rhyme schemes in a song?**

**Key Academic Terms:**

rhyme scheme, poem, song

**Additional Resources:**

**33**

Literacy Foundations

Comprehension

Reading

Standard

33. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.

**Instructional Outcomes:**

- Identify a free-verse poem.
- Engage in reading of free-verse poems.
- Identify rhymed-verse poems.
- Engage in reading of rhymed-verse poems.
- Identify a haiku.
- Engage in reading of haiku.
- Identify a limerick.
- Engage in reading of limericks.

**Guiding Questions and Instructional Activities:**

**What is a free-verse poem? How do you identify and read a free-verse poem? What is a rhymed-verse poem? How do you identify and read a rhymed-verse poem? What is a haiku? How do you identify and read a haiku? What is a limerick? How do you identify and read a limerick?**

**Key Academic Terms:**

free-verse poem, rhymed-verse poem, haiku, limerick

**Additional Resources:**

## 34

Literacy Foundations

Comprehension

Reading

Standard

34. Differentiate between fact and opinion in a text.

b. Use textual evidence and gathered research from reliable sources to prove facts.

### **Instructional Outcomes:**

- Engage in reading of texts.
- Identify facts in a text.
- Identify opinions in a text.
- Determine the difference between fact and opinion in a text.
- Identify textual evidence.
- Identify reliable sources.
- Use textual evidence from reliable sources to prove facts.
- Gather research.
- Use gathered research from reliable sources to prove facts.

### **Guiding Questions and Instructional Activities:**

**What are facts? What are opinions? How do you determine the difference between facts and opinions?**

**What is textual evidence? What are reliable sources? How do you use textual evidence from reliable sources to prove facts? How do you gather research? How do you use gathered research from reliable sources to prove facts?**

### **Key Academic Terms:**

fact, opinion, textual evidence, reliable source, prove, gathered research, differentiate

### **Additional Resources:**

**35**

Literacy Foundations

Comprehension

Listening

Standard

35. Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.

**Instructional Outcomes:**

- Demonstrate listening skills by asking questions about texts read aloud.
- Demonstrate listening skills by answering questions about texts read aloud.
- Build background knowledge by asking questions about texts read aloud.
- Build background knowledge by answering questions about texts read aloud.

**Guiding Questions and Instructional Activities:**

**What are listening skills? What is asking a question? What is answering a question? What is the difference between asking and answering a question? How do you demonstrate listening skills by asking questions about texts read aloud? How do you demonstrate listening skills by answering questions about texts read aloud? What is building background knowledge? How do you build background knowledge by asking questions about texts read aloud? How do you build background knowledge by answering questions about texts read aloud?**

**Key Academic Terms:**

listening skills, background knowledge, ask questions, answer questions

**Additional Resources:**



**36**

## Literacy Foundations

## Comprehension

## Writing

## Standard

36. Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*, to help build syntactic awareness and comprehension at the sentence level.

**Instructional Outcomes:**

- Identify simple sentences.
- Manipulate words to create simple sentences.
- Manipulate phrases to create simple sentences.
- Identify compound sentences.
- Manipulate words to create compound sentences.
- Manipulate phrases to create compound sentences.
- Identify coordinating conjunctions.
- Identify syntactic awareness.
- Create simple and complex sentences using the coordinating conjunction *for* to help build syntactic awareness and comprehension at the sentence level.
- Create simple and complex sentences using the coordinating conjunction *and* to help build syntactic awareness and comprehension at the sentence level.
- Create simple and complex sentences using the coordinating conjunction *nor* to help build syntactic awareness and comprehension at the sentence level.
- Create simple and complex sentences using the coordinating conjunction *but* to help build syntactic awareness and comprehension at the sentence level.
- Create simple and complex sentences using the coordinating conjunction *or* to help build syntactic awareness and comprehension at the sentence level.
- Create simple and complex sentences using the coordinating conjunction *yet* to help build syntactic awareness and comprehension at the sentence level.

- Create simple and complex sentences using the coordinating conjunction *so* to help build syntactic awareness and comprehension at the sentence level.

### **Guiding Questions and Instructional Activities:**

**What is a simple sentence? How do you manipulate words to create a simple sentence? How do you manipulate phrases to create a simple sentence? What is a compound sentence? How do you manipulate words to create a compound sentence? How do you manipulate phrases to create a compound sentence?**

**What are coordinating conjunctions? What is syntactic awareness? How do you create simple and complex sentences using coordinating conjunctions (e.g., *for*, *and*, *nor*, *but*, *or*, *yet*, *so*) to help build syntactic awareness and comprehension at the sentence level?**

### **Key Academic Terms:**

simple sentence, compound sentence, coordinating conjunction, syntactic awareness, comprehension, create, manipulate, phrases, sentence level

### **Additional Resources:**

# Writing

## 38

## Literacy Foundations

## Writing

## Standard

38. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.

a. Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.

b. Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.

*Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, di-et*

c. Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j.

*Examples: have, give, save; cage, rage, budge, lodge*

d. Encode one- and two-syllable words with long and short vowel patterns.

e. Encode words with two- and three-consonant blends, including those containing digraphs.

*Examples: st, sm, sn, sl, cl, dr, br, bl, str, scr, thr, squ, spl, spr*

f. Encode words with consonant digraphs, trigraphs, and combinations.

*Examples: ph, gh, ch, sh, wh, th, ng, tch, dge, qu*

g. Encode words with the common vowel teams, including diphthongs.

*Examples: ai, ay, ea, ee, ei, igh, oa, ow, ou, ue, ew, eigh*

h. Encode words with vowel-r combinations.

*Examples: ar, or, ir, er, ur, air, ear, oar*

i. Encode words that follow the *-ild*, *-ost*, *-old*, *-olt*, and *-ind* patterns.

*Examples: wild, cold, most, colt, mind*

j. Encode words with *a* after *w* read /ä/ and *a* before *l* read /â/.

*Examples: wash, water, wasp; tall, all, talk, small, fall*

k. Encode words with *or* after *w* read /er/.

*Examples: world, word, worm, worst, work*

l. Encode words with hard and soft *c* and *g*.

*Examples: carry, cent; game, giraffe*

m. Encode words with vowel *y* in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel *y* in medial position, producing the short /ĭ/ sound for these words.

*Examples: fly, my; baby, happy; myth, gym*

n. Encode words with prefixes and suffixes, including words with dropped *e* and *y-to-i* changes for suffix addition.

*Examples: pro-, trans-, non-, mid-, -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly*

o. Encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.

*Examples: decodable - number, way, my, than, word*  
*decodable except for one irregularity - other (o is schwa); from- (o is schwa);*  
*what- (a is schwa or short o depending*  
*on dialect)*

p. Encode contractions with *am, is, has, not, have, would, and will*, using apostrophes appropriately.

*Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll*

q. Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.

*Examples: their/they're/there; eight/ate; cent/scent/sent*

### **Instructional Outcomes:**

- Identify the phonemes that correspond with the graphemes.
- Use knowledge of phoneme-grapheme correspondences to encode words accurately.
- Use knowledge of multisyllabic word construction to encode words accurately.
- Use knowledge of syllable division principles to encode words accurately.
- Identify spelling rules.
- Use knowledge of spelling rules to encode words accurately.
- Identify the six syllable types.
- Encode multisyllabic words using open/closed syllables.
- Encode multisyllabic words using vowel-consonant-e.
- Encode multisyllabic words using vowel teams.
- Encode multisyllabic words using vowel-r.
- Encode multisyllabic words using consonant-le.
- Identify multisyllabic words.
- Identify multisyllabic word construction patterns.
- Identify common multisyllabic word construction patterns (e.g., VC/CV, V/CV, VC/V, CV/VC).
- Use common multisyllabic word construction patterns to divide words into syllables.
- Use knowledge of multisyllabic word construction to encode multisyllabic words.
- Identify syllable division principles.

- Use knowledge of syllable division principles to encode multisyllabic words.
- Encode words with the final /v/ sound, using knowledge that no English word ends with a *v*.
- Encode words with the final /j/ sound, using knowledge that no English word ends with a *j*.
- Encode one-syllable words with long and short vowel patterns.
- Encode two-syllable words with long and short vowel patterns.
- Encode words with two-consonant blends, including those containing digraphs.
- Encode words with three-consonant blends, including those containing digraphs.
- Encode words with consonant digraphs.
- Encode words with consonant trigraphs.
- Encode words with consonant combinations.
- Encode words with the common vowel teams, including diphthongs.
- Encode words with vowel-*r* combinations.
- Encode words that follow the *-ild* pattern.
- Encode words that follow the *-ost* pattern.
- Encode words that follow the *-old* pattern.
- Encode words that follow the *-olt* pattern.
- Encode words that follow the *-ind* pattern.
- Encode words with *a* after *w* read /ä/
- Encode words with *a* before *l* read /â/.
- Encode words with *or* after *w* read /er/.
- Encode words with a hard *c*.
- Encode words with a soft *c*.
- Encode words with a hard *g*.
- Encode words with a soft *g*.
- Encode words with vowel *y* in the final position of one-syllable words.
- Encode words with vowel *y* in the final position of two-syllable words.

- Distinguish the difference between the long /ī/ sound produced by vowel *y* in one-syllable words, the long /ē/ sound produced by vowel *y* in two-syllable words, and the short /ĭ/ sound produced by vowel *y* in medial position.
- Encode words with prefixes.
- Encode words with suffixes, including words with dropped *e* and *y*-to-*i* changes for suffix addition.
- Encode grade-appropriate high-frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.
- Encode grade-appropriate high-frequency words that include only one irregularity.
- Encode contractions with *am*, using apostrophes appropriately.
- Encode contractions with *is*, using apostrophes appropriately.
- Encode contractions with *has*, using apostrophes appropriately.
- Encode contractions with *not*, using apostrophes appropriately.
- Encode contractions with *have*, using apostrophes appropriately.
- Encode contractions with *would*, using apostrophes appropriately.
- Encode contractions with *will*, using apostrophes appropriately.
- Identify homophones.
- Encode frequently confused homophones, using knowledge of English orthography to facilitate learning.
- Encode frequently confused homophones, using knowledge of English meaning to facilitate learning.

### **Guiding Questions and Instructional Activities:**

**What are phonemes? What are graphemes? What are phoneme-grapheme correspondences? What are the six syllable types? How do you encode multisyllabic words using knowledge of the six syllable types?**

**What are multisyllabic words? What are multisyllabic word construction patterns? How do you use multisyllabic word construction patterns to divide words into syllables?**

**How do you use what you know about multisyllabic word construction to encode multisyllabic words? What are syllable division principles? How do you use what you know about syllable division principles to encode multisyllabic words?**

**How do you encode words with the final /v/ sound, using knowledge that no English word ends with a *v*? How do you encode words with the final /j/ sound, using knowledge that no English word ends with a *j*?**

**How do you encode one-syllable words with long vowel patterns? How do you encode one-syllable words with short vowel patterns? How do you encode two-syllable words with long vowel patterns? How do you encode two-syllable words with short vowel patterns?**

**How do you encode words with two-consonant blends, including those containing digraphs? How do you encode words with three-consonant blends, including those containing digraphs?**

**How do you encode words with consonant digraphs? How do you encode words with consonant trigraphs? How do you encode words with consonant combinations? How do you encode words with the common vowel teams, including diphthongs?**

**How do you encode words with vowel-*r* combinations?**

**How do you encode words that follow the *-ild* pattern? How do you encode words that follow the *-ost* pattern? How do you encode words that follow the *-old* pattern? How do you encode words that follow the *-olt* pattern? How do you encode words that follow the *-ind* pattern?**

**How do you encode words with *a* after *w* read /ä/? How do you encode words with *a* before *l* read /â/?**

**How do you encode words with *or* after *w* read /er/?**

**How do you encode words with a hard *c* sound? How do you encode words with a soft *c* sound? How do you encode words with a hard *g* sound? How do you encode words with a soft *g* sound?**



**How do you encode words with vowel *y* in the final position of one-syllable words? How do you encode words with vowel *y* in the final position of two-syllable words? How do you distinguish the difference between the long /ī/ sound produced by vowel *y* in one-syllable words, the long /ē/ sound produced by vowel *y* in two-syllable words, and the short /ĭ/ sound produced by vowel *y* in medial position?**

**What is a prefix? How do you encode words with prefixes? What is a suffix? How do you encode words with suffixes, including words with dropped *e* and *y*-to-*i* changes for suffix addition?**

**What are predictable phoneme-grapheme correspondences? What are decodable phoneme-grapheme correspondences? How do you encode grade-appropriate high-frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences? How do you encode grade-appropriate high-frequency words that include only one irregularity?**

**What is a contraction? How do you use apostrophes appropriately in a contraction? How do you encode a contraction with *am*? How do you encode a contraction with *is*? How do you encode a contraction with *has*? How do you encode a contraction with *not*? How do you encode a contraction with *have*? How do you encode a contraction with *would*? How do you encode a contraction with *will*?**

**What is a homophone? What are frequently confused homophones? How do you use knowledge of English orthography to encode frequently confused homophones? How do you use knowledge of English meaning to encode frequently confused homophones?**

### **Key Academic Terms:**

phoneme, grapheme, multisyllabic word, multisyllabic word construction pattern, syllable, syllable types, encode, syllable division principle, one-syllable word, two-syllable word, long vowel pattern, short vowel pattern, consonant, blend, digraph, trigraph, combination, diphthong, hard *c*, soft *c*, hard *g*, soft *g*, final position, prefix, suffix, high-frequency word, predictable, decodable, phoneme-grapheme correspondence, irregularity, contraction, apostrophe, homophone, English orthography, meaning

### **Additional Resources:**

**39**

Literacy Foundations

Writing

Standard

39. Organize a list of words into alphabetical order according to first, second, and third letters.

**Instructional Outcomes:**

- Identify alphabetical order.
- Alphabetize a list of words according to the first letter.
- Alphabetize a list of words up through the second letter.
- Alphabetize a list of words up through the third letter.

**Guiding Questions and Instructional Activities:**

**What is alphabetical order? How do you alphabetize a list of words according to the first letter? How do you alphabetize a list of words up through the second letter? How do you alphabetize a list of words up through the third letter?**

**Key Academic Terms:**

alphabetical order, alphabetize

**Additional Resources:**

## 40

Literacy Foundations

Writing

Writing

Standard

40. Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.

### **Instructional Outcomes:**

- Identify the characteristics of a personal narrative.
- Identify the characteristics of a fictional narrative.
- Write a narrative.
- Use a logical sequence of events to develop a narrative.
- Use details to describe actions in a narrative.
- Use details to describe thoughts in a narrative.
- Use details to describe feelings in a narrative.
- Construct a conclusion for a narrative writing.

### **Guiding Questions and Instructional Activities:**

**What are the characteristics of a personal narrative? What are the characteristics of a fictional narrative? How do you identify a logical sequence of events to develop a narrative? How do you use details to describe actions in a narrative? How do you use details to describe thoughts in a narrative? How do you use details to describe feelings in a narrative? How do you provide a conclusion for a narrative writing?**

### **Key Academic Terms:**

personal narrative, fictional narrative, logical sequence of events, details, actions, thoughts, feelings, closure

### **Additional Resources:**

# 41

Literacy Foundations

Writing

Writing

Standard

41. Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.

## **Instructional Outcomes:**

- Identify the characteristics of informative or explanatory texts.
- Write an informative or explanatory text.
- Use an introduction to establish the topic of an informative or explanatory text.
- Use facts to develop points in an informative or explanatory text.
- Use relevant details to develop points in an informative or explanatory text.
- Construct a conclusion for an informative or explanatory text.

## **Guiding Questions and Instructional Activities:**

**What are the characteristics of an informative text? What are the characteristics of an explanatory text?**

**How do you use an introduction to establish the topic of an informative or explanatory text? How do you use facts to develop points in an informative or explanatory text? How do you use relevant details to develop points in an informative or explanatory text?**

**How do you construct a conclusion for an informative or explanatory text?**

## **Key Academic Terms:**

informative text, explanatory text, introduction, topic, fact, relevant detail, point, conclusion

## **Additional Resources:**

**42**

Literacy Foundations

Writing

Writing

Standard

42. Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure.

**Instructional Outcomes:**

- Identify opinions.
- Identify the characteristics of an opinion piece.
- Write an opinion piece.
- Use an introduction to establish the topic of an opinion piece.
- Use details to support the opinion.
- Use transitional words to connect the opinion with supporting details.
- Construct a conclusion for an opinion piece.

**Guiding Questions and Instructional Activities:**

**What is an opinion? How do you identify the characteristics of an opinion piece? How do you use details to support an opinion? What are transitional words? How do you use transitional words to connect an opinion with supporting details? How do you construct a conclusion for an opinion piece?**

**Key Academic Terms:**

opinion, detail, support, transitional word, closure

**Additional Resources:**

**43**

## Literacy Foundations

## Writing

## Writing

## Standard

43. Write complete sentences demonstrating knowledge of punctuation conventions.

a. Utilize commas with words in a series in a sentence.

b. Use apostrophes to form contractions and possessives.

*Examples: contractions with am, is, has, not (I'm, she's, don't)*

c. Use punctuation to set off interjections.

d. Expand sentences using frequently-occurring conjunctions.

*Examples: because, so, but*

**Instructional Outcomes:**

- Identify a complete sentence.
- Identify punctuation conventions.
- Write a complete sentence demonstrating knowledge of punctuation conventions.
- Identify appropriate use of commas with words in a series in a sentence.
- Use commas with words in a series in a sentence.
- Identify a contraction.
- Identify a possessive.
- Identify appropriate use of apostrophes to form contractions.
- Use apostrophes to form contractions.
- Identify appropriate use of apostrophes to form possessives.
- Use apostrophes to form possessives.
- Identify an interjection.
- Use punctuation to set off an interjection.
- Identify a frequently occurring conjunction.
- Expand a sentence by using a frequently occurring conjunction.

**Guiding Questions and Instructional Activities:**

**What is a complete sentence? What are punctuation conventions? How do you use punctuation conventions to write a complete sentence?**

**How do you use commas with words in a series in a sentence?**

**How do you use apostrophes to form contractions? How do you use apostrophes to form possessives?**

**What is an interjection? How do you use punctuation to set off an interjection?**

**What is a frequently occurring conjunction? How do you expand a sentence by using a frequently occurring conjunction?**

**Key Academic Terms:**

complete sentence, punctuation conventions, comma, apostrophes, contraction, possessive, interjection, expand, conjunction

**Additional Resources:**

**44**

Literacy Foundations

Writing

Writing

Standard

44. With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

**Instructional Outcomes:**

- Identify the characteristics of a well-organized paragraph.
- With prompting and support, compose a well-organized paragraph.
- With prompting and support, construct a topic sentence for the paragraph.
- With prompting and support, provide details to support the topic of the paragraph.
- With prompting and support, construct a concluding sentence for the paragraph.

**Guiding Questions and Instructional Activities:**

**What are the characteristics of a well-organized paragraph?**

**With prompting and support, how do you introduce the topic of a paragraph with a topic sentence? With prompting and support, how do you provide details to support the topic of your paragraph?**

**With prompting and support, how do you construct a concluding sentence for your paragraph?**

**Key Academic Terms:**

paragraph, topic sentence, details, concluding sentence, compose

**Additional Resources:**



**45**

## Literacy Foundations

## Writing

## Writing

## Standard

45. Demonstrate understanding of standard English language conventions when writing.

- a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys.
- b. Form regular nouns and verbs by adding *-s* or *-es*.
- c. Form and use simple present and past verb tenses.
- d. Form plurals by changing *-y* to *-ies*.
- e. Form and use frequently-occurring irregular plural nouns and verbs.
- f. Use plural possessives.

**Instructional Outcomes:**

- Identify standard English language conventions when writing.
- Use standard English language conventions when writing.
- Identify the role of a noun within a sentence and explain the type of information it conveys.
- Identify the role of a verb within a sentence and explain the type of information it conveys.
- Identify the role of an adjective within a sentence and explain the type of information it conveys.
- Identify the role of an adverb within a sentence and explain the type of information it conveys.
- Form regular nouns by adding *-s* or *-es*.
- Form regular verbs by adding *-s* or *-es*.
- Form simple present tense verbs.
- Use simple present tense verbs in writing.
- Form simple past tense verbs.
- Use simple past tense verbs in writing.
- Form plurals by changing *-y* to *-ies*.

- Identify an irregular plural noun.
- Form frequently occurring irregular plural nouns.
- Use frequently occurring irregular plural nouns in writing.
- Identify an irregular plural verb.
- Form frequently occurring irregular plural verbs.
- Use frequently occurring irregular plural verbs in writing.
- Identify a plural possessive.
- Use plural possessives in writing.

### **Guiding Questions and Instructional Activities:**

**What is the role of a noun within a sentence? What type of information does a noun convey? What is the role of a verb within a sentence? What type of information does a verb convey?**

**What is the role of an adjective within a sentence? What type of information does an adjective convey? What is the role of an adverb within a sentence? What type of information does an adverb convey?**

**How do you add –s or –es to form regular nouns? How do you add –s or –es to form regular verbs?**

**How do you form simple present tense verbs? How do you use simple present tense verbs in writing? How do you form simple past tense verbs? How do you use simple past tense verbs in writing?**

**How do you change –y to –ies to form plurals?**

**What is an irregular plural noun? How do you form frequently occurring irregular plural nouns? How do you use frequently occurring irregular plural nouns in writing? What is an irregular plural verb? How do you form frequently occurring irregular plural verbs? How do you use frequently occurring irregular plural verbs in writing?**

**What are plural possessives? How do you use plural possessives in writing?**

**Key Academic Terms:**

standard English language conventions, noun, verb, adjective, adverb, regular noun, regular verb, simple present verb tense, simple past verb tense, irregular plural noun, irregular plural verb, plural possessive

**Additional Resources:**

## 46

### Literacy Foundations

#### Writing

#### Writing

#### Standard

46. Gather and use research to answer questions to complete a research product.

- a. Create topics of interest for a research project.
- b. Create questions to gather information for a research project.
- c. Find information from a variety of sources.

*Examples: books, magazines, newspapers, digital media*

d. Define *plagiarism* and explain the importance of using their own words.

#### **Instructional Outcomes:**

- Identify potential topics of interest for a research project.
- Identify a research question.
- Generate questions to gather information for a research project.
- Identify potential print and digital sources.
- Engage in reading of identified print and digital sources.
- Gather information about a topic from a variety of sources, including digital sources.
- Identify plagiarism.
- Paraphrase information gathered by having students use their own words.
- Explain the importance of having students use their own words to use sources ethically.
- Complete a research product.

#### **Guiding Questions and Instructional Activities:**

**How do you identify topics of interest for a research project?**

**How do you identify a research question. How do you generate questions to gather information for a research project?**

**How do you identify a potential print or digital source? How do you gather information about a topic from a variety of sources?**

**What is plagiarism? How do you paraphrase information gathered to avoid plagiarism? Why is it important to use your own words?**

**What is a research product? How do you compose a research product?**

**Key Academic Terms:**

topic, research project, print source, digital source, information, plagiarism, research product

**Additional Resources:**

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