

LANGUAGE

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
<p>Note: The inclusion of Language standards in their own domain should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; Indeed, they are inseparable from such contexts.</p>		
<p style="font-size: 2em; text-align: center;">2</p>	<p>Conventions of Standard English</p>	<p>LA.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use collective nouns, irregular plural nouns (e.g., feet, children, teeth, mice, fish) reflexive pronouns (e.g., myself, ourselves), the past tense of irregular verbs (e.g., sat, hid, told, drew); choose appropriate adjectives and adverbs depending on what is to be modified; produce, and expand complete simple and compound sentences (L.2.1)</p>
		<p>LA.2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize proper nouns and initials; use commas in greetings and closings of letters; use apostrophes to form contractions and possessives; generalize learned spelling patterns (e.g., cage > badge, boy > boil); consult reference materials (e.g., beginning dictionary) as needed to check spellings (L.2.2)</p>
	<p>Knowledge of Language</p>	<p>LA.2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: compare formal and informal uses of English, use correct word and sentence order (L.2.3)</p>
	<p>Vocabulary Acquisition and Use</p>	<p>LA.2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a word when a known prefix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use knowledge of the meaning of individual words to predict the meaning of compound words; use print and digital glossaries or dictionaries to determine the meaning of words and phrases (L.2.4)</p>
		<p>LA.2.L.5 Demonstrate understanding of word relationships and nuances in word meanings: identify real-life connections between words and their use (e.g., describe foods that are spicy); distinguish shades of meaning among related verbs (e.g., toss, throw, hurl) and related adjectives (e.g., thin, slender, skinny) (L.2.5)</p>
		<p>LA.2.L.6 Use words and phrases, including adjectives and adverbs, acquired through conversations, reading and being read to, and responding to texts (L.2.6)</p>

READING - READING FOUNDATIONS		
GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
2	Phonics and Word Recognition	LA.2.RF.1 Distinguish between long and short vowels when reading; know spelling-sound correspondences for common vowel teams; decode regularly spelled, two-syllable, long vowel words; decode words with common affixes; identify words with inconsistent spelling-sound correspondences; recognize and read grade-appropriate irregularly spelled words; read grade-appropriate high-frequency sight words (RF.2.3)
		LA.2.RF.2 Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression (RF.2.4a-b) recognize and read grade-appropriate irregularly spelled words; read grade-appropriate high-frequency sight words (RF.2.3)
	LA.2.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)	
	LA.2.RF.4 Use silent reading strategies	
Fluency		

READING - INFORMATIONAL TEXT

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
2	Key Ideas and Details	LA.2.RI.1 Demonstrate understanding of key details by asking and answering questions (RI.2.1)
		LA.2.RI.2 Identify the main topic of a multiparagraph text and of specific paragraphs within the text (RI.2.2)
		LA.2.RI.3 Describe the connections within a series of historical events; scientific ideas or concepts, or steps in technical procedures (RI.2.3)
	Craft and Structure	LA.2.RI.4 Determine the meaning of words and phrases in a text (RI.2.4)
		LA.2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information (RI.2.5)
		LA.2.RI.6 Identify the main purpose of a text (RI.2.6)
	Integration of Knowledge and Ideas	LA.2.RI.7 Explain how specific illustrations contribute to and clarify text (RE.2.7)
		LA.2.RI.8 Explain how an author uses reasons to support ideas (RI.2.8)
		LA.2.RI.9 Compare and contrast the most important ideas in two texts on the same topic (RI.2.9)
		LA.2.RI.10 Predict content and outcomes using pictures, illustrations, and text
		LA.2.RI.11 Distinguish between right and wrong, fact and opinion
		LA.2.RI.12 Choose informational text that affirms the teachings in God's Word
	Range of Reading and Level of Text Complexity	LA.2.RI.13 Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity with scaffolding as needed (RI.2.10)
		LA.2.RI.14 Read informational texts on topics of interest

READING - LITERATURE

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
2	Key Ideas and Details	LA.2.RL.1 Demonstrate understanding of key details by asking and answering questions (RL.2.1)
		LA.2.RL.2 Retell stories from diverse cultures and determine the main idea(s) or lesson(s) (RL.2.2)
		LA.2.RL.3 Describe how characters in a story respond to major events and challenges (RL.2.3)
		LA.2.RL.4 Sequence story events
	Craft and Structure	LA.2.RL.5 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song (RL.2.4)
		LA.2.RL.6 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action (RL.2.5)
		LA.2.RL.7 Differentiate characters' points of view, including voice adaptation when reading dialogue aloud (RL.2.6)
	Integration of Knowledge and Ideas	LA.2.RL.8 Use illustrations and words in print or digital text to demonstrate understanding of story elements (RL.2.7)
		LA.2.RL.9 Compare and contrast two or more versions of the same story (e.g., Jesus' birth) by different authors or from different cultures (RL.2.9)
		LA.2.RL.10 Predict story events and outcomes using picture clues and text
		LA.2.RL.11 Distinguish between fantasy and reality, right and wrong, fact and opinion
		LA.2.RL.12 Make connections between a text and personal life experiences
	Range of Reading and Level of Text Complexity	LA.2.RL.13 Choose literature that reflects the teachings in God's Word
		LA.2.RL.14 Read and comprehend stories and poetry of appropriate complexity, with scaffolding as needed (RL.2.10)
		LA.2.RL.15 Read literature for pleasure

SPEAKING AND LISTENING

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?		Big Idea: The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.
Assessments: Discussion, Observations, Checklists, Rubrics, Questions, Recordings, Think-Pair-Share, Podcast, Multimedia Presentations, Socratic Circles, Debate, Literature Circles, Speeches/Sermons, Readers Theater, Drama and Skits, Poetry Readings, Show and Tell		
2	Comprehension and Collaboration	LA.2.SL.1 Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., gaining the floor in respectful ways, listening with care, speaking one at a time; making eye contact); link comments to others' remarks; ask for clarification and further explanation (SL.2.1)
		LA.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2)
		LA.2.SL.3 Ask and answer questions about what a speaker says to clarify, gather additional information, or deepen understanding (SL.2.3)
	Presentation of Knowledge and Ideas	LA.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speak audibly in coherent sentences; use appropriate voice level, phrasing, and intonation (SL.2.4)
		LA.2.SL.5 Create digital recordings (e.g., stories, poems, songs) with visuals when appropriate to clarify meaning (SL.2.5)
		LA.2.SL.6 Speak in complete sentences when appropriate to task and situation (SL.2.6)
		LA.2.SL.7 Demonstrate reverence when listening to God's Word and participating in prayer

WRITING		
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How can we honor God when we write for a variety of purposes and audiences?		Big Idea: We honor God when we choose to write in ways that affirm the teachings in His Word.
Assessments: Conferencing, Four Corners, Summary Writing, Observations, Checklists, Rubrics, Writer's Notebook, Portfolio, Write-Pair-Share, Journals, RAFT (Role, Audience, Form, Topic)		
2	Text Types and Purposes	LA.2.W.1 Write opinion pieces that introduce a topic or book, state an opinion, include reasons that support the opinion, use linking words (e.g., because, and, also), and provide a concluding statement (W.2.1)
		LA.2.W.2 Write informative/explanatory texts that introduce a topic, use facts to develop the topic, and provide a concluding statement (W.2.2)
		LA.2.W.3 Write narratives that recount a well-elaborated event or short sequence of events, include details (e.g., actions, thoughts, feelings), use temporal words to signal sequence, and provide a sense of closure (W.2.3)
		LA.2.W.4 Produce writing that honors God and affirms the teachings in His Word
	Production and Distribution of Writing	LA.2.W.5 With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)
		LA.2.W.6 With support and in collaboration with peers, use a variety of tools (e.g., digital, print) to produce and publish writing (W.2.6)
		LA.2.W.7 Apply common conventions of handwriting (e.g., proper space between words, sentences, and paragraphs; margins)
	Research to Build and Present Knowledge	LA.2.W.8 Participate in shared research and writing projects (e.g., read books on a single topic to produce a report, record science observations) (W.2.7)
		LA.2.W.9 Recall experiences or gather information from provided sources to answer a question (W.2.8)
	Range of Writing	LA.2.W.10 Write routinely for a range of tasks, purposes, and audiences