

# Ganado Unified School District

## 2<sup>nd</sup> Grade Level-READING

### PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal <i>Students will be able to...</i>	Vocabulary - Content/Academic
<b>1<sup>st</sup> Quarter:</b>				
Journeys 5, 10, 12, 16, 17, 19, 22, 25, 26, 27	2.R.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	How can I ask and answer questions regarding who, what, where, when, why, and how to demonstrate understanding of key details in a text?	Ask and answer questions about who, what, where, when, why, and how to demonstrate understanding of key details in a text?	
Journey's- 2, 3, 5, 8, 9, 10, 11, 12, 15, 21, 24, 28	2.RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	How do words and phrases supply rhythm and meaning in a story, poem, or song?	Identify that words and phrases supply rhythm and meaning in a story, poem, or song.	Rhythm Alliteration Rhymes Story Poems
Journey's- 5, 16, 26	2.RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	What is the overall structure of a story?	Identify the overall structure of a story.	Story structure Key details
Journey's – 2, 6, 15	2.RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <i>*Integrated through Soc. St., &amp; Science, all year</i>		Ask and answer questions about who, what, when, where, why and how to show understanding of key details in a text.	
Journey's – 2, 5, 6, 8, 10, 13, 14, 18, 20, 21, 23, 27, 28, 30	2.RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	How can I determine the meaning of words and phrases in a grade 2 text?	Determine the meaning of words and phrases in a text.	
	2.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	How can I use phonics and word analysis in decoding	Use phonics and word analysis in decoding words.	Phonics Word analysis

<p>Journey's – 1 – 30 All year</p>	<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>	<p>words?</p> <p>How can I distinguish long and short vowels when reading regularly spelled one-syllable words?</p> <p>How can I recognize spelling-sound correspondences for additional common vowel teams?</p> <p>How can I decode regularly spelled two-syllable words with long vowels?</p> <p>How can I decode words with common prefixes and suffixes?</p> <p>How can I identify words with inconsistent but common spelling-sound correspondences?</p> <p>How can I recognize and read grade-appropriate irregularly spelled words?</p>	<p>Distinguish long and short vowels when reading regularly spelled one-syllable words?</p> <p>Recognize spelling-sound correspondences for additional common vowel teams.</p> <p>Decode regularly spelled two-syllable words with long vowels.</p> <p>Decode regularly spelled two-syllable words with long vowels.</p> <p>Decode words with common prefixes and suffixes.</p> <p>Identify words with inconsistent but common spelling-sound correspondences.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Decoding Long vowels Short vowels One-syllable words</p> <p>Two-syllable words Vowel teams Prefixes Suffixes Fluency Accuracy Context</p>
<p>Journey's – 1 – 30, except Lesson 5, 14</p>	<p><b>2.RF.2.4.</b>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>What does it mean to read with fluency?</p> <p>How can context help confirm or self-correct unknown words?</p>	<p>Read with fluency and accuracy.</p> <p>Use context to help confirm or self-correct unknown words.</p>	

<p>Journey's – 6, 8, 9, 10, 21, 22, 23, 24, 25</p>	<p><b>2.W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b></p>	<p>What is an informative/explanatory text? What are facts and definitions?  What is a conclusion?</p>	<p>Write an informative/explanatory text that introduces a topic and uses facts and definitions to develop points. Write a concluding statement or section for an informative/explanatory text.  Write a conclusion.</p>	<p>Informative Explanatory Facts Definitions Conclusion</p>
<p>Journey's – 1, 4, 5, 16, 17, 19, 20</p>	<p><b>2.W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</b></p>	<p>What is a narrative?  What is a sequence of events?  What does it mean to describe something?</p>	<p>Write a narrative that recounts a well-elaborated event or short sequence of events.  Use details to describe actions, thoughts, and feelings.  Use temporal words to signal event order, and to provide a sense of closure.</p>	<p>Narrative Sequence of events Describing words Actions Thoughts Feelings Temporal words Closure</p>
<p>Journey's - 1, 5, 6, 10, 11, 14, 15, 20, 22, 24, 25, 28, 30</p>	<p><b>2.W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b></p>	<p>How do I revise and edit my and others' writing?</p>	<p>Revise and edit their writing.  Peer review others' writing.</p>	<p>Revising Editing Peer review</p>
<p>Journey's - 1, 8, 11, 13, 15, 16, 17, 24</p>	<p><b>2.W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</b></p>	<p>What does it mean to recall information from experiences?  How can I gather information from provided sources to answer a question?</p>	<p>Recall information from experiences.  Gather information from provided sources to answer a question.</p>	<p>Recall information</p>
<p>Journey's - 1 – 30 All year long.</p>	<p><b>2.SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>What does it mean to collaborate with partners?  How can I participate in collaborative conversations with others about grade 2 topics and texts?  What are the agreed-upon rules for discussions?  How do I build on others'</p>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts.  Follow agreed-upon rules for discussions.  Build on others' talk in conversations by linking their comments to the remarks of others.  Ask for clarification and further explanation</p>	<p>Collaborate Collaborative conversations Rules Comments Remarks Clarification Explanation Discussions Topics Texts</p>

Journey's - 1 – 30, except 1, 5, 8, 11, 13,20, 21, 22,	Ask for clarification and further explanation as needed about the topics and texts under discussion.	talk in conversations by linking their comments to the remarks of others?  Why is it important to ask questions during discussions?	as needed about topics and texts under discussion.	
	2.SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	How can I ask and answer questions about what a speaker says to have better comprehension?	Ask and answer questions about what a speaker says in order to have better comprehension.	
Journey's - 2, 5,	2.L.2.1.Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group) (2.L.2.1a).	Why are the conventions of English important to follow when writing or speaking?  What are collective nouns?	Use Standard English grammar when writing or speaking.  Use collective nouns.	Grammar Standard English Nouns Collective nouns
Journey's - 7, 12, 14, 15, 19	2.L.2.2.Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names (2.L.2.2a).	Why are capitalization, punctuation, and spelling important in writing?	Properly use capitalization, punctuation, and spelling when writing.  Capitalize holidays, product names, and geographic names.	Capitalization Punctuation Spelling Holidays Product names Geographic names



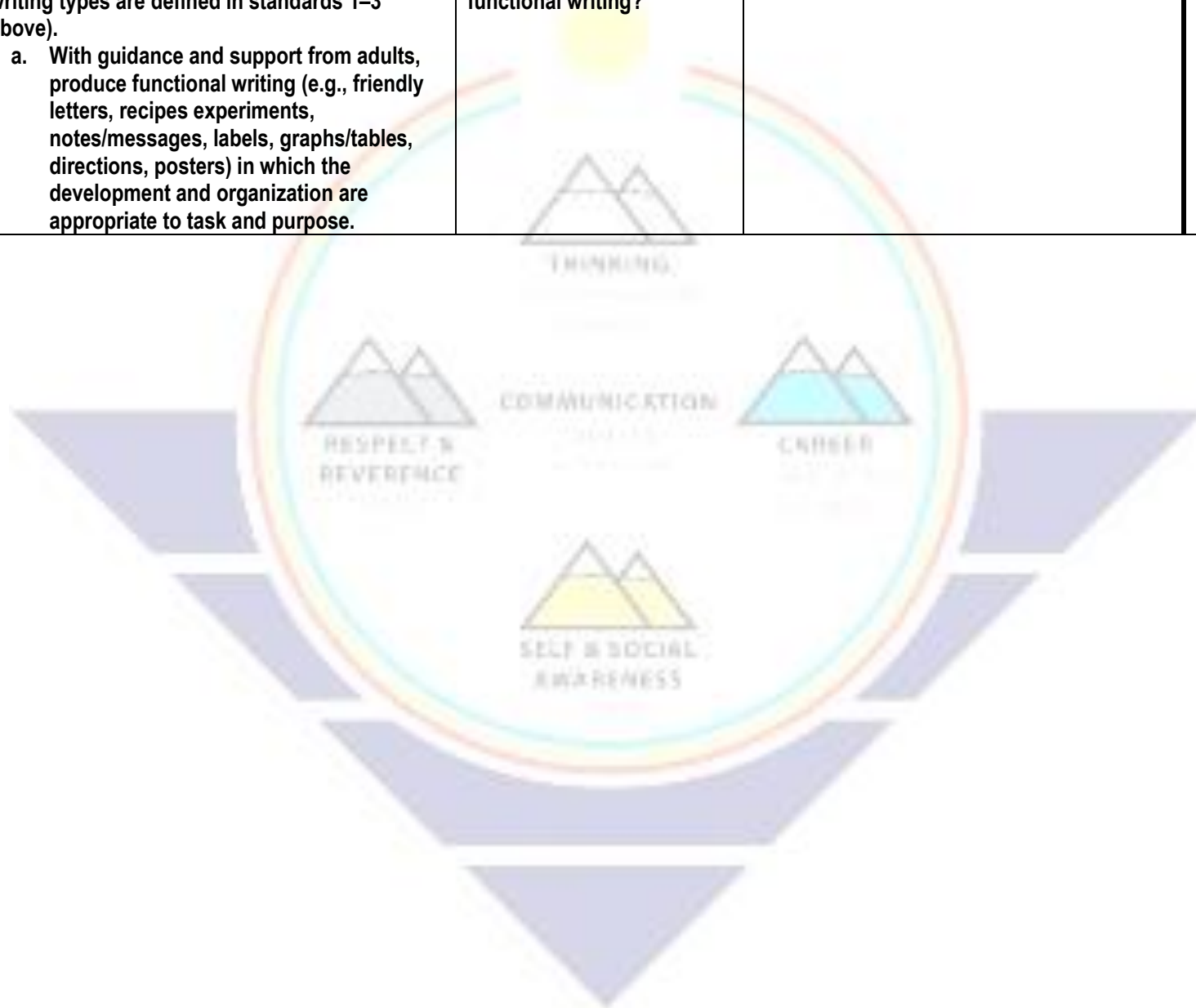


Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal <i>Students will be able to...</i>	Vocabulary - Content/Academic
<b>2<sup>nd</sup> Quarter:</b>				
	2.RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	How can you tell differences in the points of view of characters?	Tell the differences in the points of view of characters.  Speak in a different voice for each character when reading dialogue aloud.	Character Dialogue Points of view
	2.RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	How do words and phrases support rhythm and meaning in a story, poem, or song?	Understand how words and phrases support rhythm and meaning in a story, poem, or song.	Rhythm Alliteration Rhymes
	2.RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	How do you find important parts of a story? What clues tell you where and when a story takes place?	Understand and describe the structure of stories.  Identify the important parts of a story.  Understand that clues tell where and when the story takes place.	Story Structure Clues
	2.RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	What is the main purpose of the text?  How do you know when story ideas are important?	Identify the main purpose of a text.	Main purpose
	2.RI.2.8. Describe how reasons support specific points the author makes in a text.	How do reasons support specific points the author makes in a text?	Identify the supporting details of the main purpose.	Supporting details
	2.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes	How can phonics and word analysis skills help me in decoding words?  What are the long and short vowels in words?  What are the spelling-sound correspondences for additional common vowel	Use phonics and word analysis to decode new words.  Identify long and short vowels in words.  Identify the spelling-sound correspondences for additional common vowel teams.  Decode two-syllable words with long	Phonics Word analysis Long vowels Short vowels Vowel teams

<p>and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade appropriate irregularly spelled words.</p>	<p>teams?</p> <p>How can I decode words with common prefixes and suffixes?</p> <p>What are words with inconsistent but common spelling-sound correspondences?</p>	<p>vowels.</p> <p>Decode words with common prefixes and suffixes.</p> <p>Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>Base words Prefix Suffix</p>
<p>2.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Read on-level text with purpose and understanding.</p> <p>d. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>e. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>How can reading with fluency and accuracy help support comprehension?</p> <p>How can the context help to confirm or self-correct word recognition and understanding?</p>	<p>Read with fluency and accuracy to help support comprehension.</p> <p>Use context to help confirm or self-correct word recognition and understanding.</p>	<p>Fluency Accuracy Context</p>
<p>2.SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>How do you know what a story is mostly about?</p>	<p>Identify the key ideas and details from a text read aloud or oral presentation.</p>	<p>Key ideas Details</p>
<p>2.SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>How can I retell a recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences?</p>	<p>Tell a story with appropriate facts and relevant, descriptive details, while speaking clearly and using coherent sentences.</p>	<p>Facts Descriptive details</p>
<p>2.L.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p>What are irregular plural nouns?</p>	<p>Spell irregular plural nouns correctly.</p>	<p>Plural nouns Irregular plural nouns</p>
<p>AZ.2.L.1. Write multiple sentences in an order</p>	<p>How can I write multiple</p>	<p>Write multiple sentences in an order that</p>	<p>Multiple sentences</p>

that supports a main idea or story.	sentences that support a main idea or story?	supports a main idea or story.	
<p>2.L.2. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use commas in greetings and closings of letters.</p> <p>2. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>How do I properly use commas in greetings and closings of letters?</p> <p>How do I use an apostrophe to form contractions and frequently occurring possessives?</p>	<p>Use commas in greetings and closings of letters?</p> <p>Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>Commas</p> <p>Greetings</p> <p>Closings</p> <p>Apostrophe</p> <p>Contractions</p> <p>Possessives</p>
<p>2.L.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>)</p> <p>3. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	<p>How can I make a real-life connection between words and their use?</p> <p>How do I know when verbs are related?</p> <p>How do I know when adjectives are related?</p>	<p>Make real-life connections between words and their uses.</p> <p>Distinguish shades of meaning among closely related verbs.</p> <p>Distinguish shades of meaning among closely related adjectives.</p>	<p>Real-life connection</p> <p>Related verbs</p> <p>Related adjectives</p>
<p>2.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p>	<p>How can I use the meaning of individual words to predict the meaning of compound words?</p>	<p>Use individual word meanings to predict the meaning of compound words.</p>	<p>Predict</p> <p>Compound words</p>
<p>2.W.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>What is an opinion piece?</p> <p>How can I write an opinion piece and supply reasons to support my opinion?</p>	<p>Write and opinion piece that includes reasons that support their opinion.</p>	<p>Opinion</p> <p>Reasons</p>
<p>2.W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and</p>	<p>Why does it help to organize my writing?</p>	<p>Develop and organize my writing.</p> <p>Produce functional writing that is developed</p>	<p>Organize</p> <p>Develop</p>

	<p>purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).</p> <p>a. With guidance and support from adults, produce functional writing (e.g., friendly letters, recipes experiments, notes/messages, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.</p>	<p>How can I organize my functional writing?</p>	<p>and organized appropriately.</p>	
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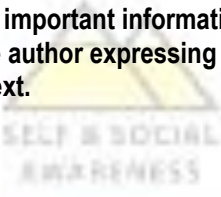




Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal <i>Students will be able to . . .</i>	Vocabulary - Content/Academic
<b>3<sup>rd</sup> Quarter:</b>				
Journey's - 6, 8, 10, 13, 14, 18, 28, 30	2.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	How do you identify the main topic and multi-paragraphs. How do you know that this is the main topic and not a detail. What is the difference between a topic and a paragraph.	I will identify main topic of a multi-paragraph text.  I will identify specific paragraphs within a text.	Text Paragraphs
Journey's - 1, 6, 10, 11, 14, 15, 16, 17, 20, 22, 26, 27, 28, 30	2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	How do you locate the key facts and information in a text.	I will know and use text features and locate key facts or information in a text	Glossaries Index Menus Facts
Journey's - 6, 14, 18, 27, 28, 30	2.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	What is the difference/same between the important points of two text on the same topic?	I will compare and contrast important points presented in two text with the same topic	Compare Contrast Topic Details
	2.L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	What is a pronoun? What is the difference between noun and pronouns? What are some examples of pronouns? What are some ways to use past tense of occurring irregular verbs? How and when do you use irregular verbs? How do you choose and identify adjectives and adverbs?	I will use reflexive pronouns.  I will demonstrate form and use past tense verbs in writing and speaking.  I will demonstrate using adjectives and adverbs.  I will choose between adjectives ad adverbs.	Pronouns Past tense Adjectives Adverbs Fables Folklores Diverse Cultures Message Lesson Moral Compare Contrast Author Cultures

				different
Journey's - 20	2.L.2.1c. Use reflexive pronouns (e.g., myself, ourselves).			
Journey's - 1, 3, 4, 17, 20, 26, 28	2.L.2.2d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).			
Journey's - 1, 3, 5, 13, 16, 18, 22, 26, 27, 30	2.L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.			
Journey's - 4, 5, 9, 10, 21, 24	2.RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	How are the two stories different/same? How does the author tell the story in the text?	I will comprehend stories, which includes fables and folktales from diverse cultures.  I will determine the message, lesson and moral of a story.	Fables Folklores Diverse Cultures Message Lesson Moral
Journey's - 30	2.RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Why do you think the author told this story compared to the other story?	I will compare and contrast two or more stories of the same story by different authors from different cultures.	Compare Contrast authors

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal <i>Students will be able to . . .</i>	Vocabulary - Content/Academic
<b>4<sup>th</sup> Quarter:</b>				
	2.RL.3. Describe how characters in a story respond to major events and challenges.	How do the characters act, say or think in the events and challenges in the story?	I will describe how characters in a stories respond to events and challenges.	Characters Events challenges
	U2.RL.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	How do you use information from the illustrations and words in print or digital text? Why do they use words in print or digital text? Who are the characters? What is the setting? What page does it show tell or indicate the setting What parts or the story tells about the plot? What is the plot for the story/ text?	I will use information gained from illustrations and words in print or digital text.  I will demonstrate and understand characters, setting and plot.	Illustrations Words Print Digital text Characters Setting Plot
	2.RL.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	What are the main parts of the story? What does the poetry tell you in your own words What does the story and poetry remind you of?	I will read and comprehend literature, stories and poetry. (text complexity with scaffolding )	Comprehend Literature Poetry
	2.RI.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	What is the connection between a series of historical event, idea, concept and steps in a procedure? What are the steps in a procedure? What are the concepts in the text? What are the scientific	I will describe the connection between a series of historical events, scientific ideas, concepts and steps in procedures.	Historical events Scientific ideas Concepts Technical procedures

		ideas?		
	2.RI.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	How do you explain images to clarify a text?	I will explain specific images that contribute and clarify a text.	Images Diagram Machine
	2.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	What are the important parts/ information of the text?  	I will comprehend informational text that include history/social studies and technical texts (complexity band proficiently).	Comprehend Informational text History Functional text
	2.RF.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	What is the purpose of the text? How does the author feel in the text? What important information is the author expressing in the text. 	I will read with accuracy and fluency to support comprehension.  I will read on level text with purpose and understanding.  I will read on level text orally with accuracy and appropriate rate and expression and successive reading.	Accuracy Fluency Comprehension Purpose Appropriate rate Expression Successive reading
	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2.W.7)	What is a research project? How do I write a research project? What components do I need to write a research?	I will participate in shared research and writing projects.	Research Report Record observation
	Recall information from experiences or gather information from provided sources to answer a question. (2.W.8)	What information from the text clarifies my answer to a question? What experiences do I have to answer the question?	I will recall information from experiences or gather information from provided sources to answer a question.	Recall Information Sources question
	Demonstrate command of the conventions of Standard English grammar and usage	How do you demonstrate grammar and usage in	I will demonstrate grammar and usage when writing or speaking.	Compound sentences



	<p>when writing or speaking</p> <p>c. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). (2.L.1)</p>	<p>writing and speaking?</p> <p>How do you produce, expand and rearrange a complete simple and compound sentence?</p> <p>What is a compound and simple sentence?</p>	<p>I will produce, expand and rearrange complete simple and compound sentences.</p> <p>I will recognize a compound and simple sentence?</p>	
	<p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (2.L.2)</p>	<p>How do you use a dictionary?</p> <p>What is the purpose of a dictionary?</p> <p>What is in a dictionary?</p>	<p>I will use dictionaries and check and correct spellings as needed.</p>	<p>Dictionaries Spelling</p>
	<p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>Consult reference materials, including beginning</p>	<p>How do you recognize spelling patterns and use it in your writing and reading.</p> <p>What are some spelling patterns.</p>	<p>I will generalize learned spelling patterns when writing words and use references if needed.</p>	<p>Spelling patterns</p>
	<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (2.L.4)</p>	<p>How do you use a glossary/dictionary?</p> <p>What is a glossary?</p>	<p>I will use glossaries and dictionaries to determine or clarify the meaning of words and phrases.</p>	<p>Glossaries Dictionaries</p>
	<p>2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Compare formal and informal uses of English. (2.L.3)</p>	<p>What is formal language</p> <p>How do you recognize informal and informal language?</p> <p>What are examples of informal/ formal language?</p>	<p>I will use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>I will compare formal and informal language</p>	<p>Compare Formal Informal</p>
	<p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2.SL.5)</p>	<p>How do you create an audio recording of a story and poem?</p> <p>How do you create visual displays of a story</p> <p>What are your thoughts about the story?</p> <p>How did you feel about the story?</p> <p>What do you think the author was thinking or feeling?</p>	<p>I will create audio recordings of stories or poems, drawings or other visual displays to stories.</p> <p>I will recount experiences to clarify ideas thoughts and feelings.</p>	<p>Audio recordings Poems Drawings Visual Displays</p>

		How did the characters react?	
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